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ABSTRACT

This report presents abstracts and evaluative reviews for 58 exemplary workplace education products. An overview of the selection process and a guide to the content of the documents appear first. Products are grouped by the projects that produced them and arranged in alphabetical order by state in which they were produced. Abstracts and evaluative reviews are the results of two forms--one for learning materials and another for other products. For each criterion on the form, panelists have applied the following ratings: no, or impossible to determine from the information provided; yes, this criterion is reflected to a limited degree; yes, this criterion is fully reflected; yes, this product provides one of the best examples of this criterion; and not applicable. For learning material products the following is provided: awardee; product title; abstract; types of product; learners for whom materials were developed; intended use; industry for which it was developed; skill and knowledge areas included; principles of good practice criteria; learning materials criteria; replicability; copyright restrictions; and comments on overall strengths and/or weaknesses. The format for other products is as follows: awardee; product title; abstract; types of product; planning/implementation criteria; evaluation criteria; replicability; and comments on overall strengths and/or weaknesses. Appendixes contain the evaluation forms and abstracts of additional documents in the ERIC database that provide information on developing and implementing workplace literacy programs. (YLB)

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ED 427 190

Exemplary Products

Produced by
National Workplace Literacy Program
Demonstration Projects

1995-1998

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Clearinghouse on Adult, Career, & Vocational Education

CE 078 083

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EXEMPLARY PRODUCTS PRODUCED BY

NATIONAL WORKPLACE LITERACY PROGRAM DEMONSTRATION PROJECTS 1995-1998

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090
1998

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Foreword

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is 1 of 16 clearinghouses in a national information system that is funded by the Office of Educational Research and Improvement (OERI), U. S. Department of Education. This product was developed as a result of a ERIC/ACVE Special Project that was conducted in conjunction with the Division of Adult Education and Literacy, Office of Vocational and Adult Education, U. S. Department of Education. It should be of interest to adult educators and trainers, employers, unions, and resource centers throughout the nation and internationally.

ERIC/ACVE would like to thank Morgan Lewis for his work in compiling the product. Dr. Lewis is a Research Scientist at the Center on Education and Training for Employment (CETE), where he conducts projects related to planning, evaluation, and policy analysis. The work of the following expert panelists is also gratefully acknowledged: Lloyd Davis, Continuing Education Institute, Inc., Watertown, MA; Verna Haskins Denny, City University of New York, New York, NY; Joan Friedenberg, Southern Illinois University, Carbondale, IL; and Paul Jurmo, Literacy Partnerships, East Brunswick, NJ. The panelists assisted with the development of the review forms, reviewed and selected products, and reviewed the product.

Bettina Lankard Brown collected and organized the products prior to their review. Susan Imel coordinated the project and Jean Messick provided clerical support.

W. Michael Sherman
Interim Executive Director
Center on Education and
Training for Employment

Executive Summary

This report presents abstracts and review forms for 58 workplace education products selected as exemplary. The products were produced between 1995 and 1998 by the fifth round of projects funded under the National Workplace Literacy Program of the U.S. Department of Education. These projects were designed to improve the basic skills of workers to enable them to perform more effectively in an increasingly complex and demanding workplace

The Clearinghouse on Adult, Career, and Vocational Education worked with a panel nominated by the Office of Vocational and Adult Education to select the products included in this report. The criteria used in the review were included in forms that were completed by the panelists. These forms are presented in Appendix A.

The products are presented by project. The project are arranged by the alphabetic order of the states in which the projects were conducted. A guide to the contents of the documents listing types of products, learners for whom developed, intended use, and skill and knowledge area covered precedes the documents on page 11.

The report also includes in Appendix B abstracts of additional sources of information on developing and implementing workplace education programs

Overview

This report presents abstracts and evaluative reviews of exemplary products produced by the National Workplace Literacy Program (NWLP) of the U.S. Department of Education. This initiative began in 1988 and continued for 10 years. During that time, some 300 projects were funded to improve the basic skills of workers "so that they could perform more effectively in increasingly complex work environments" (Kerka and Imel 1993).

During the fall of 1998, the ERIC Clearinghouse on Adult, Career, and Vocational Education undertook a special project to assemble the products produced by the last round of NWLP projects, the 45 projects that received 3-year funding from 1995 to 1998. From among the 356 products that were obtained, the Clearinghouse was to select those judged to be exemplary. Selecting these products is intended to heighten their visibility to adult educators, corporate and union training staff, and others who may be seeking products for their workforce education programs. The exemplary products also serve as examples to the profession of the application of principles of good practice in planning, conducting, and evaluating adult and workplace education programs.

To assist the Clearinghouse in selecting exemplary products, the Office of Vocational and Adult Education, U. S. Department of Education nominated a panel consisting of the following individuals, all of whom have national reputations in workplace education:

Dr. Lloyd David
Continuing Education Institute, Inc.
Watertown, MA

Dr. Verna Haskins Denny
CUNY, Graduate School
New York, NY

Dr. Joan Friedenberg
Southern Illinois University
Carbondale, IL

Dr. Paul Jurmo
Learning Partnerships
East Brunswick, NJ

These experts worked with Clearinghouse staff to develop the criteria to be used to select exemplary products. On November 16-18, 1998, the panelists came to the Clearinghouse for a 3-day meeting. During this meeting, final revisions were made in the criteria, and the panelists used the final version to evaluate the products that had been assembled.

Copies of the forms that were used are presented in Appendix A. The form used with learning materials listed teaching/learning methods that were judged to reflect principles of good practice, such as the following:

- Learners are involved in setting goals and choosing tasks
- Teachers act primarily as guides and facilitators, not as information sources
- Methods accommodate diversity in learning style and skill levels

The form also listed characteristics of good workplace learning materials, including the following examples:

- Overall instructional purposes, aims, and/or goals are clear and significant
- Materials include documents and devices that learners use on the job
- Contents are clearly presented
- Contents are sequenced from basic to more complex concepts

A separate form with different criteria was used for products other than learning materials, such as guidebooks, third-party evaluations, and final reports.

For each of the criteria listed on these forms, the panelists were asked to apply the ratings presented in the following box.

Please use the following scale to rate the product listed above.

0 = No, or impossible to determine from the information provided
1 = Yes, this criterion is reflected to a limited degree
2 = Yes, this criterion is fully reflected
3 = Yes, this product provides one of the best example of this criterion
NA = Not Applicable, this criterion does not apply to this product

Please note that the lowest rating on the scale, "0," indicates either that a product does not reflect a criterion or that the information provided is inadequate to rate a criterion. The reader will note some products that received a combination of 3s, the top rating, and 0s, the lowest rating. In most cases, these 0s mean there was inadequate information to make ratings.

Often the reviewers did not rate some criteria, and in a few cases, they did not rate any. If all criteria were skipped, none of them appear on the forms presented in this report. If some criteria were rated and others were skipped, the ratings appear with the skipped criteria as blanks.

The forms that the reviewers completed had boxes (❑) that were checked to describe the product. In the forms reproduced in this report, boxes that were checked are indicated with a cross (✖). Boxes that were not checked remain as boxes.

This report presents the abstracts and reviews of the 58 products that were selected as exemplary. The products are grouped by the projects that produced them and arranged in alphabetic order of the states in which they were produced. The first product, for example, was produced in California by Coast Community College.

Selection of a product as exemplary implies nothing about the success of the project that produced the document. A project may have had little success in improving the skills of the workers who took part in it. If the evaluation of the project was professionally conducted and clearly reported, however, it could have been selected as an exemplary example of an evaluation report. In a similar manner, exemplary learning materials may have been produced by projects

that enrolled very few learners. Selection for inclusion in this report was based entirely on reviews of the products, themselves, not the projects that produced them.

When readers have examined the abstracts and the reviews, there may be some products that they want to obtain for their own use. For those products that have ERIC accession numbers, the ERIC system will, in most cases, be the best source. Items with ED numbers may be ordered from:

ERIC Document Reproduction Service, DynEDRS, Inc.,
7420 Fullerton Road, Suite 110
Springfield, VA 22153-2852
Telephone; 703/440-1400; 800/443-ERIC;
Fax: 703/440-1408, e-mail: service@edrs.com; http://edrs.com

If ERIC numbers were available at the time this report was printed, they follow the titles of the products. Products without ERIC numbers are not omissions. The products have not yet been processed into the ERIC database.

Most products that did not have ERIC numbers at the time this report was printed have been entered into the system and numbers will be assigned in the near future. A search of the ERIC database using the titles and institutions after May 1999 is likely to provide the numbers that can be used to order from the ERIC Document Reproduction Service.

For those products that cannot be obtained from ERIC, following this overview there is a listing of the grant recipients whose products where selected for inclusion in this report. The contact persons who provided the products are indicated. All of these projects that produced these products, however, are now ended and the individuals listed may no longer be at these institutions.

The final section of this report, Appendix B, presents the abstracts of additional documents in the ERIC database that provide information on developing and implementing workplace education programs. These documents were selected by Dr. Susan Imel, Director of the Clearinghouse.

Selected Documents by Project

Coast Community College
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 258-0418
Karen Klammer

WPL Job Link: To Help You on the Job
ESL: Instructor's Manual

Denver Public Schools
900 Grant Street
Denver, CO 80203
No local contact

Workplace Education Program:
Basic Workplace Math/Non-Native English. ED378429
More Water Madam? An ESL Curriculum for Service Helpers

First Chicago Corporation
One First National Plaza
Mail STE. 0008
Chicago, IL 60670
(312) 732-1164
No local contact

Workplace Basic Skills
Curriculum for the Financial Services - Math, Reading
Customer Satisfaction - Final Report

College of Lake County
19351 W. Washington St.
Grayslake, IL 60030
(847) 223-6601
Barbara Hall

National Workplace Literacy Program
Adaptation: Building Knowledge in the Workplace and Beyond
Instructional Guide for Abbott Skills Enhancement Classes ED411476
Step One: Essential Oral Skills for Adult ESL Learners ED413802
Enhancing Instruction Through Technology ED402466
Building Knowledge in the Workplace and Beyond. Revised Edition ED402464
Teachers Assisting Teachers ED402468
Measuring and Comparing: A Content Based ESL Unit ED413796
Partnering in Workplace Education: Supervisor Meetings
Identification, Needs Assessment, and Instructional Planning for ESL Learners in NonESL Settings ED413801
Authentic Assessment: Getting Started ED411474
Program Grant #V198A40173 Final Report ED411473
Workplace Teacher Orientation Manual ED411477
Evaluation Report ED411472
Let's Get to Work

Northeast IL University
5500 North Street
Louis Avenue
Chicago, IL 60625
(312)733-7330
Margaret Boyter-Escalona

Workplace Literacy Partnership Program
Guide to Effective Program Practices: Staff Development
General Workplace Curriculum Guide: ESL
Working Hands and Active Minds: The Voices of Workers
Partners in Progress: VHS Videotape
Partners in Progress: A Monograph on the Workers Education Program

MD Dept. of Ed.
Baltimore Council AFL/CIO
200 W. Baltimore Street
DCTAL 3rd Floor
Baltimore, MD 21201
(410)767-0100
Patricia Bennet

Labor Education Achievement Program (LEAP)
Portfolio Assessment: Celebrating Achievement in Workplace Education (print guide and 2-part VHS videotape)

MA Dept. of Education
350 Main Street
Malden, MA 02148
(617)388-3300
Olivia Steele

Massachusetts Workplace Literacy Consortium
Workplace Literacy Consortium Evaluation Report, 1996

Continuing Education
Institute (CEI)
108 Water Street
Watertown, MA 02172
(617)926-1864
Lloyd David

Global 2000: Workplace Literacy Program for Manufacturing
VHS Videotape
Final Report

Wayne State University
University College
of Education
Detroit, MI 48202
(313)577-6674
Dale Brandenburg

Project Alert: Adult Literacy Enhancement and Redefined
Implementation of Workplace Education Program
Communication on Computer: Instructor's Guide

St. Louis Comm. College
5600 Oakland Ave.
St. Louis, MO 63110
(314)644-9603
Wilma Sheffer

New Paradigm for Effective Workplace Skills
Improving Department Documentation

Western Suffolk BOCES
152 Laurel Hill
Northport, NY
(516)261-5071
Debra Tenenbaum

National Workplace Literacy Program
Learning Partnerships: Final Evaluation Report

Bronx Community College
W. 181 St. Street &
University Avenue
Bronx, NY 10453
(718)289-5174
Claude Grant

Workshops in the Workplace
A Guidebook for Administrators and Instructors

Center for Advanced Study in Education, CUNY 25 W. 43rd St., Rm 620 New York, NY 10036 (212)642-2937 Verna Haskins Denny	*Self-Directed Workplace Learning; Distance Learning* Communication Skills/OMRDD Direct Care Workers ED415398 Communication Skills etc./ Instructor's Manual ED415397 Videotape Segments for above Direct Care Workers Video Guide ED415396 Final Report The Care and Feeding of a Successful Collaborative Partnership
Chinatown Manpower 70 Mulberry Street New York, NY 10013 (212)571-1694 Ivy Au Tse	*Garment-Related Workplace Literacy Project* Final Performance Report ED388117 Evaluation Report ED388118 From Theory to Practice: Garment Related Curriculum ED367200 Broadcast Lessons, Books 1 and 2 ED369305 TV Broadcast Lessons (Episodes 1-15) Videotapes
State Education Department Room 307, Education Bldg. Albany, NY 12234 (518)474-4808 Bob Knower	*Collaborative Learning for Continuous Improvement* Final Evaluation Report ED415425
SUNY Rockefeller College 135 Western Ave. Rich Hall, R. 301 Albany, NY 12222 (518) 442-5707 Dr. Eugene Monaco	*Essential Skills for the Care Team* External Evaluation Final Report Workplace Education. in the Health Care Environment Report New Employees in Residential and Home Care ED419937 The Right Tool for the Job ED419938
Lane Community College 4000 East 30th Ave. Eugene, OR 97405 (541)726-2223 Elaine Pray	*Workplace Training Project* Language and Communication Skills Math Skills Curriculum Binder VHS Videotape Reduction of Error Rates at PW Pipe - Evaluation Report
Orangeburg-Calhoun 3250 St. Matthews Rd. NE Orangeburg, SC 29115 (803)535-1237 Chris Walsh	*Vision 2: Greater Employment Opportunities* Learning for Life Initiative. Implementation Model Learning for Life Initiative. Final Report

VT Inst. for Self Reliance
128 Merchants Row
2nd Floor
Rutland, VT 05701
(802)775-0617
Judith Lashof

Better Education Skills Training Program
Reflections: Teachers Talking to Teachers
Workshops for Workers

WA State Board of Comm. and Technical Colleges
2120 South Jackson St.
Seattle, WA 98144
(206)587-4983
Donna Miller-Parker

WINS: Workplace Improvement of Necessary Skills
Final Report

References

Kerka, S., and Imel, S. ***Workplace Literacy: Lessons from Practice.*** Digest No. 131. ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1993

SELECTED DOCUMENTS

Guide to Content of Documents

Learning Materials

Types of Products

Lesson plans 13, 16, 19, 22, 29, 32, 36, 40, 52, 57, 85, 99, 109, 112, 114, 117, 130

Teachers guide 13, 29, 34, 36, 40, 44, 49, 52, 57, 74, 82, 88, 99, 109, 112, 130

Student workbooks 77, 85, 93, 101

Video tapes 60, 61, 65, 70, 91, 101, 120

Learners for Whom Materials Were Developed (where specified)

Native English-speakers with limited basic skills 34, 65, 83, 114

Speakers with limited English proficiency 13, 16, 19, 32, 34, 40, 44, 57, 65, 83, 99, 101, 114

Intended Use for Teaching/Learning Materials

Classroom, teacher guided 14, 16, 19, 23, 57, 75, 114, 117, 130

Teacher materials 14, 29, 32, 34, 36, 39, 40, 44, 49, 52, 57, 66, 89, 91, 109

Take home, self-study 86, 91, 93

Broadcast media, radio, TV 101

Industry for Which Learning Materials Were Developed (where specified)

Manufacturing 35, 36, 52, 57, 75, 83, 99, 102, 114, 118

Finance, Insurance and Real Estate 23

Health Services 78, 83, 86, 89, 91, 94, 108, 109, 112

Food Service 19

Other Services 57

Skill and Knowledge Areas Included in Learning Materials

Communications 14, 17, 20, 23, 29, 32, 37, 44, 52, 58, 75, 78, 86, 89, 91, 99, 102, 110, 115, 131

Mathematics 14, 17, 23, 29, 41,118

Interpersonal 14, 29, 52, 58, 110, 115, 131

Other 14, 20, 23, 35, 52, 75, 110, 115

Materials Related to Planning and Evaluation

Guidebooks (planning) 27, 39, 43, 55, 73, 124, 128

Evaluation reports 25, 50, 68, 71, 80, 98, 103, 105, 122

Final reports 25, 47, 63, 71, 95, 97, 126, 133

Awardee: Coast Community College District, Costa Mesa, California

Product: Job Link: To Help You on the Job. ESL Instructor's Manual

Abstract

This document is the instructor's manual for the Job Link English as a Second Language: Improving Basic Skills learning module, which offers a fully customizable, work-centered approach to English-as-a-second-language training. Throughout the module's 24 lessons, which can be used to create a 36-hour training program, students are given many opportunities to practice newly developed skills such as the following: finding the correct information; identifying how to communicate and cooperate effectively in a group; reporting job-related information; locating the main idea in a paragraph; finding important facts and details; understanding sequence of events; understanding the importance of completely reading directions before beginning a task; understanding and properly using ordering words; accurately recounting step-by-step directions; using expressions to help request, give, and clarify directions; using chronological order to write step-by-step directions; utilizing correct prepositions while following directions; filling out forms correctly; and measuring return on investment for training. Each lesson plan contains some or all of the following: objectives; list of materials needed; time required for each lesson component; and step-by-step directions for conducting lesson activities. Concluding the document are 65 handouts, 47 transparencies, and 2 supervisor lessons (putting together a supervisor module and writing a return on investment survey). (MN)

Descriptors: *Literacy Education; Adult Basic Education; *English (Second Language); *Education Work Relationship; Functional Literacy; Adult Literacy; *Workplace Literacy; *Program Effectiveness; Demonstration Programs; *Basic Skills; Skill Development; Learning Modules; Behavioral Objectives; Lesson Plans; Learning Activities; Curriculum Guides; Limited English Speaking

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General
- ✖ Other (please specify) ***Not specified***

Skill and Knowledge Areas Included in Learning Materials (Check All That Apply)

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ❑ Pronunciation
- ✖ Vocabulary
- ❑ Grammar

Mathematics
- ❑ Whole numbers
- ❑ Fractions
- ✖ Decimals (*money*)
- ❑ Percentages
- ✖ Measurement, including metric

Interpersonal
- ✖ Working in a group
- ✖ Problem-solving
- ❑ Leadership
- ❑ Conflict resolution

Other
- ✖ Safety

Teaching/learning methods reflect the following principles of good practice

__0_ Learners are involved in setting goals and choosing tasks

__3_ Teachers act primarily as guides and facilitators, not as information sources

__2_ Methods accommodate diversity in learning style and skill levels

__3_ Learners interact on team projects or small group collaboration

__0_ Learners receive regular, ongoing feedback on their progress

__2_ Learners are able to practice their new skills in job settings

__3_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _24_ Expected time length of each unit (minutes)__90__

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ✖ Yes ❑ No

Learning Materials

__3_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3_ Contents are appropriate to accomplish the OCOs

__3_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__0_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__3_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

- Curriculum takes functional approach
- Activities follow communicative approach and provide no skills-based practice of grammar or pronunciation.
- Includes some occasional vocabulary practice
- Content of lessons is general and not geared to any particular industry; however, could probably be adapted to specific industrial settings.
- Well organized and physically attractive and clear
- Easily usable for ESL and non-ESL populations, including persons with disabilities.
- Very explicit instructions to teachers; includes teacher script
- Not appropriate for very low level ESL students and NEP
- Does not deal with common problems of LEP and other language minority populations due to cultural differences.

This product was reviewed by Joan Friedenberg.

Awardee: Denver Public Schools, Denver, Colorado

Product: Workplace Education Program. Basic Workplace Math for Non-Native English Speakers. ED378429

Abstract

This document is the teacher's edition of a learning module designed to help nonnative English speakers develop basic workplace mathematics skills. This module was developed by educators from the Emily Griffith Opportunity School. The math curriculum presented is how math might be taught to nonnative English speakers at a manufacturing worksite. Included in the manual are an introduction outlining the module's objectives and scope, eight session outlines, an appendix explaining basic differences between the mathematical conventions used in the United States and in other countries, and an answer key. The following topics are covered in the session outlines: basic math problems, basic operations, story problems, estimation and averages, decimals, standard allowed minute, division of decimals, and piece rate formulas. Each session outline contains some or all of the following: objective, lesson plan listing all of the session's learning activities and procedures for presenting them, and student handouts (learning activities). (MN)

Descriptors: Adult Basic Education; Behavioral Objectives; Cultural Differences; Learning Activities; Learning Modules; *Mathematics Skills; *Numeracy; *Second Language Instruction; *Vocational English (Second Language) Identifiers: *Workplace Literacy

Types of Product

- ✖ Lesson plans
- ❑ Student workbook
- ❑ Video tape
- ❑ Teacher guide
- ❑ Audio tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Teacher materials
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ✖ Speaking
- ❑ Reading
- ✖ Writing
- ❑ Pronunciation
- ❑ Vocabulary
- ❑ Grammar

Mathematics

- ✖ Whole numbers
- ✖ Fractions
- ✖ Decimals
- ✖ Percentages
- ✖ Measurement, including metric
- ❑ Statistics
- ❑ Algebra
- ❑ Geometric concepts
- ✖ Averages
- ✖ Piecework calculation
- ✖ Problem-solving

Teaching/learning methods reflect the following principles of good practice

__0_ Learners are involved in setting goals and choosing tasks

__1_ Teachers act primarily as guides and facilitators, not as information sources

__1_ Methods accommodate diversity in learning style and skill levels

__2_ Learners interact on team projects or small group collaboration

__2_ Learners receive regular, ongoing feedback on their progress

__3_ Learners are able to practice their new skills in job settings

__2_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units __8__ Expected time length of each unit (minutes)_ 120_

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__2_ There are guides to assist instructional staff prepare for use of the materials

__2_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2_ Contents are appropriate to accomplish the OCOs

__3_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__3_ Materials include documents and devices that learners use on the job

__2_ Contents are clearly presented

__2_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__1_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__2_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

This curriculum is job-specific to a manufacturing work site and is an example of how to teach math to non-native English speakers. The math activities go hand-in-hand with the development of communication skills.

The activities are relevant to the lives of students and to their job tasks. The activities could easily be applied to other work settings. The curriculum developer does a nice job of integrating the math and communication activities. Activities are interesting and interactive for the most part. The author has claimed that little has been done to integrate the teaching of math and ESOL. If so, this should be a useful resource for teachers.

Product: Workplace Education Program. More Water Madam? An ESL Curriculum for Service Helpers in Full Service or Fast Food Restaurants

Abstract

This document, which was developed as a cooperative effort between the business and education communities, presents an English-as-a-second-language curriculum for service helpers in full-

service and fast food restaurants. The curriculum consists of five lessons targeted toward high intermediate to advanced nonnative speakers who work in peripheral hotel food service jobs and have limited but important contact with hotel guests. Each lesson contains some or all of the following: lesson plan detailing lesson objectives and the step-by-step procedures entailed in conducting the lesson activities; learning activities; student handouts; teacher's suggestion page(s); and narrative for teachers to read to their class. Topics covered in the five lessons are as follows: favorite restaurants; proper demeanor of a restaurant helper; good image and polite language; a birthday meal at a fast service restaurant (the deli menu and food orders, ordering food when dietary restrictions are an issue, and creating and practicing dialogues); and an anniversary meal at a full-service restaurant (special meals, the menu, creating dialogues). Appended are the following: guidelines for teaching vocabulary and spelling; optional activity devoted to image, impression, reputation, and polite language; "chunking" activities to aid reading and speaking; and technique for teaching words of frequency. (MN)

Descriptors: *Literacy Education; Adult Basic Education; *Adult Literacy; *Workplace Literacy; *Program Effectiveness; Demonstration Programs; *English (Second Language); *Food Service; Learning Activities; Behavioral Objectives; Lesson Plans; Learning Modules; Spelling Instruction; Vocabulary Developing; Classroom Techniques; Hotels; Limited English Speaking

Types of Product

- ✖ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ✖ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General
- ✖ Other (please specify) ***Food Service***

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ❑ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Other
- ✖ Customer service
- ❑ Personnel policies
- ✖ Quality standards and procedures
- ❑ Research (finding information)
- ❑ Safety

Teaching/learning methods reflect the following principles of good practice

__1_ Learners are involved in setting goals and choosing tasks

__2_ Teachers act primarily as guides and facilitators, not as information sources

__2_ Methods accommodate diversity in learning style and skill levels

__1_ Learners interact on team projects or small group collaboration

__2_ Learners receive regular, ongoing feedback on their progress

__3_ Learners are able to practice their new skills in job settings

__2__ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units __5___ Expected time length of each unit ***Not stated***

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__2_ There are guides to assist instructional staff prepare for use of the materials

__2_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2_ Contents are appropriate to accomplish the OCOs

__2_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__3_ Materials include documents and devices that learners use on the job

__2_ Contents are clearly presented

__2_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__2_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__2_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

This curriculum does a good job of teaching non-native speakers, food service workers how to communicate on the job. The target job category is peripheral hotel and food service employees who have limited but important contact with hotel guests, but it can be applicable to anyone who works in hotels, restaurants, etc.

It is clear from the curriculum that the employer partner had considerable input into this curriculum, and as a result, it is well grounded and responds to needs of the workplace. The activities and the teacher's notes clearly explain what should be done in each session. The students' own work drives the curriculum, e.g. the menus from the students' jobs are incorporated into the curriculum and used for activities such as vocabulary development.

Periodically teacher narratives are provided for the teacher. These narratives describe particular students in the class, their job assignments and their communication challenge on the job. The curriculum also describes how the instructor thought the students' problems should be addressed–what focus the lesson should have and where additional practice should be incorporated. This was a very helpful component of the curriculum. Other programs and teachers could use this as a beginning point of how to assess the needs of their own students.

These products were reviewed by V. H. Denny

Awardee: First Chicago Corporation, Chicago, Illinois

Product: Workplace Basic Skills. Curriculum for the Financial Services Industry–Math, Reading

Abstract

This document contains materials from a workplace basic skills curriculum for the financial services industry that was developed specifically for employees of the corporation First Chicago/NBD and that was based on the following principles: curriculum outcomes and content based on basic skills needs analyses; competency-based approach; functional context; customized instruction incorporating work-related instructional materials; and instructional materials and activities that mirror actual workplace tasks. Because the curriculum was based on actual workplace documents containing confidential and proprietary information, the complete curriculum could not be provided. Instead, sample learning activities, documents, and forms are presented that are intended to serve as templates for designing functional context curricula specific to the needs of other financial institutions. Overviews and curriculum excerpts are presented for courses in the following topics: listing from written accounts; new hire reading; new hire math; problem solving and decision making; help desk operations; business writing; performance appraisal writing; reading outlines for success; charts and tables; math for check filing; automated teller machine balancing; place value; message taking; unlocking lockboxes; performance self-appraisals; and employee performance appraisals. Included in each overview are the following: audience; goal; contact hours; schedule; and competencies addressed. Many sections include pretests and posttests. (MN)

Descriptors: *Literacy Education; Adult Basic Education; Functional Literacy; Adult Literacy; *Workplace Literacy; Program Effectiveness; *Basic Skills; Curriculum Guides; Demonstration Programs; *Financial Services; Learning Activities; Behavioral Objectives; Lesson Plans; *Competency Based Education; Corporate Education; *Banking

Types of Product

- ✖ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV

Materials are work-based

- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ✖ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ❑ Listening
- ❑ Speaking
- ✖ Reading
- ✖ Writing
- ❑ Pronunciation
- ❑ Vocabulary
- ✖ Grammar

Mathematics
- ✖ Whole numbers
- ❑ Fractions
- ✖ Decimals
- ✖ Problem solving
- ✖ Use of calculators

Interpersonal
- ❑ Working in a group
- ❑ Problem-solving

Other
- ✖ Quality standards and procedures

Teaching/learning methods reflect the following principles of good practice

__0__ Learners are involved in setting goals and choosing tasks

__2__ Teachers act primarily as guides and facilitators, not as information sources

__1__ Methods accommodate diversity in learning style and skill levels

__0__ Learners interact on team projects or small group collaboration

__0__ Learners receive regular, ongoing feedback on their progress

__2__ Learners are able to practice their new skills in job settings

__2__ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units 16 x 4 Expected time length of each unit (minutes) 90 approximately

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__1_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__3_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3_ Contents are appropriate to accomplish the OCOs

__2_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__3_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__2_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__2_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

Curriculum begins with a project overview which puts it in the context of the entire grant and explains the steps that proceeded and follow the curriculum development. The principles that framed the curriculum are also explained in the introduction to the curriculum. The audience, the goals, and the competencies for each of the lessons are clearly identified. Material is work based. Although the activities aren't cutting edge, the way the curriculum is structured and presented and the kind of work-related materials and activities that are included may be helpful to the reader.

Product: Workplace Basic Skills: Basic Skills for 100 Percent Customer Satisfaction at First Chicago Corporation. Final Report (including evaluation)

Abstract

This document is the final report of a demonstration project during which the corporation First Chicago/NBD and local education agency developed and delivered basic skills training to the corporation's nonexempt work force. The report describes the following key project activities: basic skill needs analyses for various customer services performed by corporation's employees; development of customized curriculum for 15 courses in topics such as math and reading for new hires, problem solving and decision making, performance appraisal writing, business writing, reading charts and tables, and message taking; and delivery of 197 courses during which 1,699 unduplicated participants spent a total of 17,174 working hours in training provided exclusively during work time. Appendixes constituting approximately 90% of the document contain the following: list of courses; course syllabi; and external evaluator's report, "A U.S. Department of Education National Workplace Literacy Demonstration Project by First Chicago/NBD Corporation and The CENTER" (Jorie W. Philippi), that focuses on the extent to which the project goals and philosophy were shared by key personnel and learners, resources available during the project's development and implementation; congruence of the project's observed instructional practices with project goals and research on instructional effectiveness, and indicators of the project's effectiveness. (MN)

Descriptors: *Literacy Education; Adult Basic Education; Adult Literacy; *Workplace Literacy; *Corporate Education; *Basic Skills; *Program Effectiveness; Demonstration Programs; School Business Relationship; Partnerships in Education; Curriculum Development; Needs Assessment; Delivery Systems; Educational Needs; *Banking; Educational Objectives

Types of Product

- ❑ Guidebook (planning)
- ✖ Evaluation report
- ✖ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

__3__ The needs of all stakeholders involved in the project were systematically assessed

__3__ The goals/objectives the project attempted to achieve are clearly stated

__3__ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3__ The services provided by the project were aligned with the stated goals/objectives of the project

__2__ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0__ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__2__ Planning and implementation reflect accepted principles of good practice

Evaluation

__3__ Information is provided on learners' satisfaction with their personal learning outcomes

__3__ Information is provided on learners' satisfaction with the teaching/learning methods used

__3__ Information is provided on changes in learners' skills

__1__ Information is provided on learners' application of their improved skills on the job

__2__ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__3__ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This Final Report gives a good overview of the program. It includes two sections: the final report and the evaluation report. The final report isn't developed fully; however, it has an appendix that includes the course syllabi. The strength of this packet is the external evaluator's final report. It provides background on the project, including purpose, goals, and objectives. The project process and the evaluation plan are sound. The reader will have a good sense of the project and also a model for how an evaluation plan should be structured.

These products were reviewed by V. H. Denny

Awardee: College of Lake County, Grayslake, Illinois

Product: National Workplace Literacy Program. Adaptation: Building Knowledge in the Workplace and Beyond ED402464

Abstract

A curriculum adaptation project was undertaken to modify and adapt a previously created four-part workplace literacy curriculum to improve its usefulness and application in specific contexts. During the 12-week project, 10 instructors pilot tested the original curriculum in their workplace classrooms and shared their insights regarding how the curriculum could be made more useful in their particular workplace literacy program. Instructor input was obtained in the following ways: instructor questionnaire designed to identify areas of difficulty in curriculum application and understanding; instructor checklists and journals; instructor interviews and meetings; and roundtable discussion with the instructors at the end of 48 hours of instruction. The instructors' suggestions were summarized, evaluated, and presented to the National Workplace Literacy staff for adaptation. As a result of the project, the following revisions were incorporated into the original curriculum: completely revised English-as-a-second-language courses with more appropriate sequencing and levels; learning style inventory for use in workplace classrooms and suggested learning strategies for each type of learner; sample lesson plan with additional sources of ideas, materials, and activities; additional ideas for workplace activities; possible assessments; more cross-cultural communication strategies; list of characteristics of adult workplace learners; minor editing revisions; and basic blueprint reading instructional guide. (MN)

Descriptors: *Literacy Education; Adult Basic Education; *Adult Literacy; *Workplace Literacy; Program Effectiveness; Demonstration Programs; *Curriculum Development; Pilot Projects; *Media Adaptation; Teacher Developed Materials; Questionnaires; Check Lists; *English (Second Language); Curriculum Evaluation; Limited English Speaking

Types of Product

- ❑ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

✖ Other (please specify) ***Guide showing how the project revised its curriculum (via input from teachers) over 3 years.***

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ✖ Other (please specify) ***A guide for administrators and curriculum developers***

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

This is a good example of a process for getting teachers involved in on-going revision/improvement of their curriculum. A useful model for programs that want to take a team-based, "continuous improvement" approach to curriculum development. This keeps the curriculum relevant, up-to-date, and using good practices, and ensures "ownership" by instructors.

Product: National Workplace Literacy Program. Instructional Guide for Abbott Skills Enhancement Classes. Revised Edition ED411476

Abstract

This guide, which integrates adult basic education (ABE) curriculum, job skills for Abbott Laboratories, and work-related foundation skills, is designed for an instructional program in the skill areas of reading, writing, oral communications, mathematics, and problem solving. In addition to creating a uniform process and product to promote consistency in classroom instruction, the guide provides the following: tips for effective instruction, matrixes showing the relationship of the Test of Adult Basic Education (TABE) skill levels to the skill groups in the Abbott classes; a learner needs questionnaire; information about assessment and a teacher checklist for authentic assessment; and charts of skill groups related to learning objectives in reading (on two levels--for learners whose reading level is within 0-6.9 and for learners whose reading level is within 7.0-10.9), writing, oral communications, mathematics, and problem solving. The guide also contains forms for recording instructional progress and teacher comments and recommendations, and information for teacher observation and staff development. (KC)

Descriptors: Adult Basic Education; *Adult Literacy; *Basic Skills; Communication Skills; English (Second Language); Evaluation Methods; *Literacy Education; Mathematics Instruction; Problem Solving; Reading Instruction; Second Language Instruction; *Skill Development; *Student Evaluation; Teaching Guides; Teaching Methods; *Workplace Literacy; Writing Instruction

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ❑ Grammar

Mathematics
- ✖ Whole numbers
- ✖ Fractions
- ✖ Decimals
- ✖ Percentages
- ✖ Measurement, including metric
- ❑ Statistics
- ✖ Algebra
- ✖ Geometric concepts

Interpersonal
- ✖ Working in a group
- ✖ Problem-solving
- ❑ Leadership
- ❑ Conflict resolution

Teaching/learning methods reflect the following principles of good practice

__2_ Learners are involved in setting goals and choosing tasks

_NA_ Teachers act primarily as guides and facilitators, not as information sources

__2_ Methods accommodate diversity in learning style and skill levels

__3_ Learners interact on team projects or small group collaboration

__2_ Learners receive regular, ongoing feedback on their progress

__0_ Learners are able to practice their new skills in job settings

__0_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__2_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__3_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2_ Contents are appropriate to accomplish the OCOs

__2_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__2_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__3_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__1_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

A good, concise description of a curriculum used in one NWLP site. Modules are summarized for "math, problem-solving, communications, reading skills, writing skills," etc. Can be easily adapted for other contexts as activities shown here are not focused only on examples taken from one particular workplace.

Product: National Workplace Literacy Program. Step One: Essential Oral Skills for Adult ESL Learners ED413802

Abstract

The guide outlines a curriculum for developing essential oral language skills in adult learners of English as a Second Language (ESL). It is divided into four topic- based sections, each providing a variety of activities for developing communication skills, including grammatical knowledge and vocabulary. Topics include: personal information (giving personal information, following and giving directions, expressing needs, family relationships, and names of common work-related objects); work (understanding and naming area in the workplace, naming common work-related objects, action verbs associated with the workplace, giving and responding to directions, responding to questions about likes); health (identifying body parts, related action verbs, common phrases concerning illness, responding to health-related questions, responding to written and oral directions, giving explanations); and friends and co- workers (asking for assistance on the job, asking for information, asking and responding to questions about ability, and responding to and giving sequential directions). An introductory section offers lesson planning suggestions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: Adult Education; Daily Living Skills; Employment; *English (Second Language); Grammar; Health Education; Instructional Design; *Interpersonal Communication; Interpersonal Relationship; Lesson Plans; *Oral Language; Second Language Instruction; Skill Development; *Speech Skills; Vocabulary Development; *Vocational English (Second Language)

Types of Product

- ✖ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ✖ Speaking
- ❑ Reading
- ❑ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Teaching/learning methods reflect the following principles of good practice

_NA_ Learners are involved in setting goals and choosing tasks

__1_ Teachers act primarily as guides and facilitators, not as information sources

__2_ Methods accommodate diversity in learning style and skill levels

_NA_ Learners interact on team projects or small group collaboration

__2_ Learners receive regular, ongoing feedback on their progress

____ Learners are able to practice their new skills in job settings

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ❑ Yes ✖ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__2_ There are guides to assist instructional staff prepare for use of the materials

__2_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2_ Contents are appropriate to accomplish the OCOs

__1_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__1_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

_NA_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__2_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__2_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

Comments on overall strengths and/or weaknesses of this product:

Gives good examples of introductory-level ESL activities. Could be adapted for use in various kinds of workplaces or other settings.

Product: National Workplace Literacy Program. Enhancing Instruction Through Technology ED402466

Abstract

Following an introductory section that provides a rationale for using computers in workplace literacy classes, this guide reviews six computer programs and provides activities that teachers can use with the programs in teaching workplace literacy classes. The six computer programs reviewed are as follows: "Grammar Games," "Spell It 3," "The Way Things Work," "My First Incredible Amazing Dictionary," "Community Exploration," and "First Connections: The Golden Book Encyclopedia." Except for "Grammar Games" and "Spell It 3," the software reviews provide information on the version of the program, the vendor, the system requirements, the type of program, the documentation included, and the recommended group size. They also describe the programs, explain how they work, and evaluate them. Activities for each program include information on type of activity, level of learner, National Workplace Literacy Learner Objectives, materials and resources, procedures, evaluation, and (sometimes) extensions. (KC)

Descriptors: Adult Basic Education; Adult Literacy; *Computer Assisted Instruction; Computer Software; Computer Software Evaluation; *Computer Software Reviews; *Courseware; English (Second Language); Learning Activities; Lesson Plans; *Literacy Education; Teaching Methods; *Workplace Literacy

Types of Product

- ❑ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ✖ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Other

- ❑ Basic economic
- ❑ Blueprint reading
- ❑ Career planning
- ✖ Computer usage
- ❑ Corporate history and mission

Comments on overall strengths and/or weaknesses of this product:

This is a useful guide to the "whys" and "hows" of using computers for adult basic education. Describes several different types of instructional software (especially games).

Product: National Workplace Literacy Program. Building Knowledge in the Workplace and Beyond. Revised Edition ED402464

Abstract

This curriculum guide was developed by a partnership between the College of Lake County (Illinois) and six industries in the county to design and implement a model workplace literacy program targeted to the needs of both employees and employers. To create a generalized, model curriculum that focused on the four general job categories of machine operator, mechanic, machinist, and shipper/receiver and that could be used in all six companies, the following process was employed: needs assessment questionnaire, site visits with employees and supervisors, analysis of information gathered for each company and identification of common needs, creation of learning goals and objectives, creation of a standard curriculum design, and development of procedures and resources for instructors. The curriculum guide is divided into four parts. The introduction contains a general overview of the curriculum's focus and purpose. The second part provides instructors with information and advice for creating relevant lessons in a workplace classroom. It covers the following topics: learning styles and strategies, instructional methods and approaches, customizing courses, authentic materials for instruction, multilevel classes, cross-cultural communication, transfer of skills to the workplace and beyond, and student

assessment. The third part consists of detailed course outlines for the following basic skills areas: workplace math I-II, communication skills I (focus on reading) and II (focus on writing), problem solving in the workplace, and English as a second language in the workplace (levels 1-3). The appendix contains these items: learning style inventory for the workplace, sample lesson plan, more activities, topic outline for a basic blueprint reading guide, additional assessments, cross-reference of course goals with job categories, workplace problem map, suggestions for adapting General Educational Development preparation classes to the workplace classroom, correlation of job tasks with basic skill areas, characteristics of adult and workplace learners, and 82-item bibliography. (KC)

Descriptors: Adult Basic Education; *Adult Literacy; Communication Skills; Course Content; *Curriculum Development; Curriculum Guides; Education Work Relationship; English (Second Language); Lesson Plans; *Literacy Education; Mathematics Instruction; Problem Solving; Program Development; Program Implementation; *School Business Relationship; *Teaching Methods; *Workplace Literacy

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Teaching/learning methods reflect the following principles of good practice

_✖_ Learners are involved in setting goals and choosing tasks

_✖_ Teachers act primarily as guides and facilitators, not as information sources

_✖_ Methods accommodate diversity in learning style and skill levels

_✖_ Learners interact on team projects or small group collaboration

_✖_ Learners receive regular, ongoing feedback on their progress

_✖_ Learners are able to practice their new skills in job settings

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ❑ Yes ✖ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

_✖_ There are guides to assist instructional staff prepare for use of the materials

____ Overall instructional purposes, aims and/or goals are clear and significant

____ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

____ Contents are appropriate to accomplish the OCOs

____ Materials needed to achieve the OCOs are provided or readily available sources are recommended

____ Materials include documents and devices that learners use on the job

____ Contents are clearly presented

____ Contents are sequenced from basic to more complex concepts

____ Terminology is explained and integrated

____ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

____ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__✖_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

Comments on overall strengths and/or weaknesses of this product:

This is a good guide for workplace education instructors and curriculum developers. It discusses principles and practices of adult learning. Lots of examples taken from actual courses are given.

Product: National Workplace Literacy Program. Teachers Assisting Teachers: Program Mentoring for Part-time Instructors ED402468

Abstract

This guide resulted from the Teachers Assisting Teachers (T.A.T.) Program, which was established to address specific staff development issues that were created by the implementation of the National Workplace Literacy Program. The TAT program pairs workplace literacy teachers as mentors to help both teachers improve their teaching skills. Two projects are suggested for mentoring: (1) the Bow Tie project allows two teachers to share the responsibilities of teaching a class, with the teachers exchanging responsibilities and roles at the midpoint of the course; and (2) the Wagon Wheel project allows one teacher to observe the other participating teacher, offer feedback, and guide discussion. Project materials include the following: lists of teacher responsibilities, schedules, requirements, a professional survey, tips and questions for successful sharing partnerships, a partnership agreement, a guide for a midpoint meeting for the teachers, a guide for a final meeting, and a program evaluation form. (KC)

Descriptors: Adult Basic Education; Adult Literacy; Education Work Relationship; *Inservice Teacher Education; *Literacy Education; *Mentors; *Professional Development; Teaching Methods; *Workplace Literacy

Types of Product

- ❑ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ✖ Other (please specify) ***Description of a staff-development process for workplace educators***

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ✖ Other (please specify) ***Guide for program administrators***

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Comments on overall strengths and/or weaknesses of this product:

An interesting description of how a workplace education program:
–recognized that its adult education staff needed extra help to be effective in workplace settings,
–set up a peer-mentoring system to allow experienced teachers to work with less experienced ones in a classroom setting.

Overall, useful for those interested in questions of how to train workplace educators.

Biggest limitation: It is very slim, does not say much about how this model was actually used, with what results.

Product: National Workplace Literacy Program. Measuring and Comparing: A Content-Based ESL Unit ED413796

Abstract

The materials in this unit include a teacher manual and student book for an 18-day English-as-a-Second-Language (ESL) unit in measurement and comparisons. The teacher manual contains a list of instructional objectives for the unit, daily lesson plans, vocabulary chart, metric conversion table, a series of class activities, signs for labeling activity stations in the classroom, and instructions for an ancillary activity in making comparisons. The student book contains visual aids, worksheets, and exercises. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: Basic Skills; Class Activities; Classroom Techniques; *Comparative Analysis; *English (Second Language); Grammar; Lesson Plans; Mathematics Instruction; *Measurement; *Measurement Equipment; Second Language Instruction; Teaching Guides; *Vocabulary Development

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Mathematics

- ❑ Whole numbers
- ❑ Fractions
- ❑ Decimals
- ❑ Percentages
- ✖ Measurement, including metric

Teaching/learning methods reflect the following principles of good practice

_NA_ Learners are involved in setting goals and choosing tasks

_NA_ Teachers act primarily as guides and facilitators, not as information sources

_NA_ Methods accommodate diversity in learning style and skill levels

_NA_ Learners interact on team projects or small group collaboration

_NA_ Learners receive regular, ongoing feedback on their progress

_NA_ Learners are able to practice their new skills in job settings

_NA_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ❑ Yes ✖ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__2_ There are guides to assist instructional staff prepare for use of the materials

__2_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2_ Contents are appropriate to accomplish the OCOs

_NA_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

_NA_ Materials include documents and devices that learners use on the job

__2_ Contents are clearly presented

_NA_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

_NA_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

_NA_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

____ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

A decent little guide for a module focusing on measuring and comparing skills. Needs more elaboration and to be tied in with other math skills and activities. Not particularly job-related, but it is good as an introduction to math concepts for LEP students.

Product: National Workplace Literacy Program. Partnering in Workplace Education: Supervisor Meetings

Abstract

This manual, which is intended for educational providers responsible for working with company supervisors of learners involved in workplace basic skills classes, consists of agendas, activities, and other materials for two 3-hour meetings intended to help workplace educators solicit the input required to develop a holistic, outcome-based approach to effective instruction and bridge the gap from transfer of instruction to the workplace. Although the meeting agendas were developed for a specific workplace education program funded by a national literacy grant, they can be adapted and customized to fit the needs other workplace education programs and companies. The topics on the first meeting's agenda are as follows: overview (goals and objectives, grant participants' roles, value of basic skills education); what information is learned (job icebreaker activity, education terminology, curriculum to build knowledge in the workplace and beyond); and how information is learned (learning styles, learning styles in the workplace, and characteristics of adult learners). The second meeting is devoted to the following topics: communication (expected employee behaviors, effective listening, questioning techniques, feedback skills, communication suggestions); knowledge transfer (National Grant Evaluation chart, 6-step student transfer process); and evaluation (supervisor questionnaire, supervisor's assessment form, workshop evaluation sheet). (MN)

Descriptors:*Literacy Education; Adult Basic Education; Adult Literacy; *Workplace Literacy; Demonstration Programs; *Partnerships in Education; *Supervisors; *Meetings; *School Business Relationship; Learning Activities; Records (Forms); Holistic Approach; Transfer of Training; Communication Skills; Program Evaluation; Learning Processes; Questionnaires; Cognitive Style

Types of Product

- ❑ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ✖ Other (please specify) ***Guide for a program administrator showing how to run meetings with two company supervisors to ensure their support for the program and the learners.***

Comments on overall strengths and/or weaknesses of this product:

A unique guidebook, showing how to conduct a meeting with supervisors from participating sites to help supervisors understand the program, support their workers participation, and help instructors make the program relevant and effective.

Product: National Workplace Literacy Program. Identification, Needs Assessment, and Instructional Planning for ESL Learners in Non-ESL Settings ED413801

Abstract

The guide is designed for teachers in adult basic education and General Educational Development classes, as an aid for identifying potential limited-English-proficient (LEP) students, assessing their English proficiency in all language skill areas, observing classroom behaviors that might impede comprehension, and planning appropriate instruction. It consists of five parts. The first is a teacher observation checklist for classroom use. The second is an English language skill assessment tool consisting of an oral language test (giving short answers, answering open-ended questions, and storytelling), a reading skills test (letter recognition, word recognition, sentence reading, and paragraph reading), and a writing skills test (letter and word writing and sentence dictation). Test administration instructions, student answer sheets, and a scoring guide are included. Part three is a behavior checklist for teachers to use in assessing whether and how they are improving their comprehensibility in classroom communication. Part four offers strategies for planning instruction for students of diverse language abilities. The final part is an instructional planning checklist for the teacher. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: Adult Basic Education; Check Lists; Classroom Observation Techniques; Classroom Techniques; Educational Needs; *English (Second Language); High School Equivalency Programs; *Identification; *Instructional Design; Language Tests; *Limited English Speaking; Second Language Instruction

Types of Product

- ❑ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ❑ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ❑ Grammar

Teaching/learning methods reflect the following principles of good practice

_NA_ Learners are involved in setting goals and choosing tasks

_NA_ Teachers act primarily as guides and facilitators, not as information sources

_NA_ Methods accommodate diversity in learning style and skill levels

_NA_ Learners interact on team projects or small group collaboration

_NA_ Learners receive regular, ongoing feedback on their progress

_NA_ Learners are able to practice their new skills in job settings

_NA_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ❑ Yes ✖ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__2_ There are guides to assist instructional staff prepare for use of the materials

_NA_ Overall instructional purposes, aims and/or goals are clear and significant

_NA_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

_NA_ Contents are appropriate to accomplish the OCOs

_NA_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

_NA_ Materials include documents and devices that learners use on the job

__2_ Contents are clearly presented

__2_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__2_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__2_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

A useful, although slim, guide to help an instructor to assess the language abilities of a LEP student, especially one who is a participant in a non-LEP classroom.

Provides simple activities to assess learner's vocabulary and letter, word, and number recognition.

Product: National Workplace Literacy Program. Authentic Assessment: Getting Started ED411474

Abstract

Intended for instructors of English as a Second Language (ESL), adult basic education, and workplace literacy, this manual focuses on three questions: What is authentic assessment? What are the steps in planning authentic assessment? How is the learner involved? Section 1 discusses some components of authentic assessment. In doing so, it addresses these questions. Part 1 on what authentic assessment is lists types of assessment and provides a teacher checklist that serves as a guide in designing authentic assessments and a checklist that guides teacher observation of student class participation. Part 2 discusses the five steps in planning authentic assessment. An example of a rubric that could be used to evaluate whether a student has mastered a specific objective is provided. Part 3 focuses on how the learner is involved. Some suggestions for topics to discuss during the self-assessment are listed. Examples of self-evaluation checklists and a group self-evaluation that would follow a cooperative learning experience follow. Section 2 contains examples of authentic assessment forms for all subject areas and levels of learner: writing assessments; workplace ESL test; oral interviews; literacy screening; performance tasks; assessments for problem-based learning; portfolios; self-assessments; and workplace assessment strategies. (YLB)

Descriptors: *Adult Basic Education; Check Lists; *English (Second Language); Evaluation Methods; Informal Assessment; *Literacy Education; Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Self Evaluation (Individuals); *Student Evaluation; Workplace Literacy; Writing Evaluation Identifiers: *Authentic Assessment

The reviewer did not complete the rating form for this product. He did write the following comments on overall strengths and/or weaknesses of this product:

This is not an "instructional material" per se, but a guide to using authentic assessment in a workplace education setting. It's a decent introduction, but needs expansion of the explanation of the "whys" and "hows" of portfolio assessment. Gives good examples of assessment tools, rubrics, etc. Could be "packaged" with other products (from other programs) which discuss the why's and how's of authentic assessment.

Product: National Workplace Literacy Program. Final Report ED411473

Abstract

The College of Lake County's 3-year National Workplace Literacy Program (1994-1997) contributed to economic development by meeting companies' changing educational and production needs as they fluctuated and met new challenges for global marketing and improvement. It assessed 883 employees at 8 business sites with customized assessment tools and instruction. Each assessed learner developed a Career Development Plan (CDP) to assist him or her in selecting and working toward career goals. A workplace curriculum was developed as a broad outline to be implemented in a manufacturing or pharmaceutical business. Instructor training was a continuous process that consisted of staff development workshops, mentoring, newsletters, electronic mail messages, and self-study workplace training modules. An Individualized Educational Plan was developed as a tool in identifying needs and interests of learners. The objective of ensuring business involvement was met through establishment of the Business Partner Advisory Council. For an ongoing comprehensive evaluation, Kirkpatrick's four-level model was chosen and customized to measure instruction, curriculum, and program effectiveness. Staff and business partners participated in presentations and learning seminars to disseminate promising strategies and project outcomes. A plan for continuing educational opportunities within each company was finalized by year three. (Samples, materials, and other information accompany the appropriate objective.) (YLB)

Descriptors: Adult Basic Education; Adult Literacy; Basic Skills; Career Choice; Career Development; *Curriculum Development; English (Second Language); Formative Evaluation; Job Skills; *Literacy Education; Models; Program Development; Program Effectiveness; Program Evaluation; School Business Relationship; Student Educational Objectives; Student Evaluation; Summative Evaluation; *Workplace Literacy Identifiers: College of Lake County IL

Types of Product

❑ Guidebook (planning)	❑ Evaluation report	✖ Final report
❑ Recruitment materials	❑ Progress report	

Planning/Implementation

_✖_ The needs of all stakeholders involved in the project were systematically assessed

_✖_ The goals/objectives the project attempted to achieve are clearly stated

____ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

____ The services provided by the project were aligned with the stated goals/objectives of the project

____ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

____ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__✖_ Planning and implementation reflect accepted principles of good practice

Evaluation

__✖_ Information is provided on learners' satisfaction with their personal learning outcomes

__✖_ Information is provided on learners' satisfaction with the teaching/learning methods used

__✖_ Information is provided on changes in learners' skills

__✖_ Information is provided on learners' application of their improved skills on the job

__✖_ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__✖_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

A good summary of the process used to organize and implement a workplace education program. Also summarizes various levels of impact/outcomes of the program based on feedback from various stakeholders.

Product: National Workplace Literacy Program. Workplace Teacher Orientation Manual ED411477

Abstract

This guide contains information and forms for teachers to use in a workplace literacy class. The following are covered: (1) workplace learning objective reports; (2) lesson plans; (3) anecdotal records; (4) observations and visits; (5) end of class summary; and (6) necessary specific items. A teacher checklist for beginning to conduct a National Workplace Literacy Program is also included. (KC)

Descriptors: Adult Basic Education; Adult Literacy; Behavioral Objectives; Classroom Techniques; Lesson Plans; Literacy Education; Program Implementation; *Recordkeeping; *Records (Forms); Resources; Teaching Methods; *Workplace Literacy Identifiers: *National Workplace Literacy Program

Types of Product

- ❑ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

❑ Other (please specify) ***This is a guidebook which orients new teachers to the reporting procedures they are to use. Examples of lesson plans, anecdote-recording form, objectives lists, end of class summary are shown***

Learners for Whom Materials Were Developed (*Check All that Apply*)

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials (*Check All that Apply*)

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed (*Check All That Apply*)

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

A useful summary of the kinds of documents which a workplace education instructor has to use under this NWLP grant. Collects several forms in one packet and explains how and when they should be used.

Can be adapted by others for use in a staff training workshop to make it clear to instructors what documenting they need to be doing on an ongoing basis and why.

Product: National Workplace Literacy Program. Evaluation Report ED411472

Abstract

An independent evaluation of the College of Lake County's National Workplace Literacy Program included both formative and summative evaluations over the 3 years of the project. The evaluation design was planned primarily as a naturalistic inquiry that used the structured interview approach to data collection. An external evaluator interviewed all project stakeholders during scheduled visits over the 3- year period to identify project strengths and recommendations for improvement. In addition, the evaluator visited classes at various sites and provided feedback on the instruction. The project had several unique aspects: development of a list of learning objectives and curriculum that could be used as a model across all sites; development of an assessment instrument for use with English-as-a-Second-Language students; and inservice education provided to part-time adult educators. The evaluator provided an introductory inservice session to the project staff on the Kirkpatrick evaluation model. Interview data were entered into a Filemaker Pro Database to detect trends in data across time and sites. Included in the trends were that all stakeholders were impressed by the changes evident in the learners and that staff viewed the project as a learning experience for themselves. Findings indicated the project was well implemented and became more central to the businesses concerned as time went by. (The five-page report is followed by these appendixes: structured interview forms, interview data, and analysis of trends.) (YLB)

Descriptors: Adult Basic Education; Adult Literacy; Basic Skills; *Curriculum Development; English (Second Language); Formative Evaluation; Job Skills; *Literacy Education; Models; Program Development; Program Effectiveness; Program Evaluation; School Business Relationship; Student Evaluation; Summative Evaluation; *Workplace Literacy

Types of Product

- ❑ Guidebook (planning)
- ✖ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

_✖_ The needs of all stakeholders involved in the project were systematically assessed

____ The goals/objectives the project attempted to achieve are clearly stated

____ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

____ The services provided by the project were aligned with the stated goals/objectives of the project

____ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

____ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

____ Planning and implementation reflect accepted principles of good practice

Evaluation

__✖_ Information is provided on learners' satisfaction with their personal learning outcomes

____ Information is provided on learners' satisfaction with the teaching/learning methods used

____ Information is provided on changes in learners' skills

____ Information is provided on learners' application of their improved skills on the job

____ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed *(If no other objectives, enter NA.)*

Replicability

__✖_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This is a summary of the evaluation methodology used. Some of the key findings are touched on, but the findings are covered more fully in the final report. This evaluation report also includes samples of the data-gathering instruments used.

Product: Let's Get To Work, CE077788

Abstract

This instructor's guide contains six modules designed to help teach learners to prepare for, find, and be successful on a job. The modules include the following components: module overview, student outcome, purpose, introduction, icebreaker, background information, application activity, wrap-up, and handouts. The modules cover the following topics: (1) Are You Ready to Go Global?; (2) To Be or Not to Be . . . Employable!; (3) Sizing Yourself Up--Your Personal Inventory; (4) Resumes: The Good, the Bad, and the Useless!; (5) Ace That Interview!; and (6) New Kid on the Block: First Year on the Job. (KC)

Descriptors: Workplace Literacy; Adult Education; *Job Skills; *Employment Potential; *Job Search Methods; *Employment Interviews; Employment Qualifications; Job Applicants; Job Application; *Resumes (Personal); *Teaching Methods; Learning Activities; Learning Modules

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Interpersonal
- ✖ Working in a group
- ✖ Problem-solving
- ❑ Leadership
- ❑ Conflict resolution

Other
- ✖ Career planning

Teaching/learning methods reflect the following principles of good practice

_NA_ Learners are involved in setting goals and choosing tasks

__✖_ Teachers act primarily as guides and facilitators, not as information sources

__✖_ Methods accommodate diversity in learning style and skill levels

__✖_ Learners interact on team projects or small group collaboration

_NA_ Learners receive regular, ongoing feedback on their progress

_NA_ Learners are able to practice their new skills in job settings

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__✖_ There are guides to assist instructional staff prepare for use of the materials

_NA_ Overall instructional purposes, aims and/or goals are clear and significant

_NA_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

_NA_ Contents are appropriate to accomplish the OCOs

_NA_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

_NA_ Materials include documents and devices that learners use on the job

__✖_ Contents are clearly presented

_NA_ Contents are sequenced from basic to more complex concepts

_NA_ Terminology is explained and integrated

_NA_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__✖_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__✖_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

BEST COPY AVAILABLE

Comments on overall strengths and/or weaknesses of this product:

This is a good set of modules and lesson plans for "work readiness." Learners learn how to identify career goals, go to job interviews, prepare a CV, and understnd what is required in the new world of work. Well written and nicely laid out (accessible). However, these materials are very Illinois specific

All of the College of Lake County products were reviewed by Paul Jurmo.

Awardee: Northeast Illinois University, Chicago, Illinois

Product: Workplace Literacy Partnership Program. Guide to Effective Program Practices: Staff Development

Abstract

This document is the staff development manual that was developed to train worker education facilitators involved in the Chicago Teachers' Center of Northeastern Illinois University and Amalgamated Clothing and Textile Workers Union Worker Education Program (WEP). The document begins with an overview of the WEP, which uses workers' life and workplace experiences as starting points to help limited English-proficient workers develop job-specific workplace English-as-a-second language (ESL) and mathematics skills and help all workers develop the communication, problem-solving, critical thinking, teamwork, and basic skills required to keep pace with changing workplace requirements, technology, products, and processes. Discussed in the manual's remaining sections are the following topics: building support and structure for the training program; conducting task analysis and assessing company and union needs; identifying and assessing students; developing curriculum; implementing classes and workshops; providing staff development; and conducting ongoing program evaluation. Appendixes constituting approximately 80% of the document contain the following: training needs/company commitment survey; literacy task analysis; materials for ESL curriculum development; curriculum goals; basic skills tests; miscellaneous blank and sample completed forms used in curriculum development; worker and union program evaluation forms; general work-based assessment and instructions for administering it; and learner enrollment form. (MN)

Descriptors: *Educational Practices; *Workplace Literacy; *Staff Development; Adult Basic Education; *Training Methods; Training Objectives; *Literacy Education; Basic Skills; Skill Development; *Fashion Industry; Vocational English (Second Language); Competency Based Education; Sewing Machine Operators; Program Development; Program Implementation; Models; School Business Relationship; Unions; Educational Cooperation; Partnerships in Education; Cooperative Planning; Task Analysis; Needs Assessment; Student Evaluation; Curriculum Development; Recruitment; Workshops; Program Evaluation; Questionnaires; Employer Attitudes; Employer Surveys; Records (Forms); Limited English Speaking

Types of Product

- ✖ Guidebook (planning)
- ❑ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__3_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

__3_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__3_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__3_ Planning and implementation reflect accepted principles of good practice

Evaluation

__3_ Information is provided on learners' satisfaction with their personal learning outcomes

__3_ Information is provided on learners' satisfaction with the teaching/learning methods used

__3_ Information is provided on changes in learners' skills

__3_ Information is provided on learners' application of their improved skills on the job

__3_ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed *(If no other objectives, enter NA.)*

Replicability

__3_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

I think this document is well done and will be helpful to those wanting to set up programs.

Product: Workplace Literacy Partnership Program. General Workplace Curriculum Guide: ESL

Abstract

This document is the curriculum guide for the English as a Second Language for the Workplace course that was developed as part of the Worker Education Program (WEP) of the Chicago Teachers' Center of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union. The introduction describes the program's target audience, objectives, goals,

stakeholders, and staff. Next, the program's worker-centered, holistic approach is explained along with the following worker-centered teaching methods: problem posing; language experience approach; student-generated dialogues and role plays; reality and photographs; total physical response; cooperative learning; and pairwork. In the next two sections, 25 ideas for worker-centered activities are described and worker-centered teaching techniques designed to maximize student participation are explained. After a list of required materials and discussion of methods of assessing learners' progress, detailed lesson plans are provided for classes with five themes: work issues/communication in the workplace; work forms; quality control; company rules; and health and safety at work. Overviews of the literacy courses offered at eight WEP partner companies (including seven manufacturers and a firm that launders and repairs work gloves) are provided together with vocabulary lists for each course. Concluding the guide is a bibliography that lists 48 references. (MN)
Descriptors: *Workplace Literacy; *Vocational English (Second Language); *Literacy Education; Adult Basic Education; *Functional Literacy; Adult Literacy; *Student Centered Curriculum; Curriculum Guides; Communication Skills; Quality Control; Records (Forms); Occupational Safety and Health; Teaching Methods; Classroom Techniques; Lesson Plans; Vocabulary; Learning Activities; *Holistic Approach; Cooperative Learning; Educational Theories; Educational Principles

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ✖ Other Services
- ❑ Government (social service, education)
- ❑ General

If manufacturing, please indicate products ***Garments***

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Interpersonal
- ❑ Working in a group
- ✖ Problem-solving
- ❑ Leadership
- ❑ Conflict resolution

Teaching/learning methods reflect the following principles of good practice

__2_ Learners are involved in setting goals and choosing tasks

__3_ Teachers act primarily as guides and facilitators, not as information sources

__2_ Methods accommodate diversity in learning style and skill levels

__1_ Learners interact on team projects or small group collaboration

__2_ Learners receive regular, ongoing feedback on their progress

__0_ Learners are able to practice their new skills in job settings

__2_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ❑ Yes ❑ No

Overhead masters are included ❑ Yes ❑ No

Learning Materials

__1_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__1_ Contents are appropriate to accomplish the OCOs

__1_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__0_ Materials include documents and devices that learners use on the job

__1_ Contents are clearly presented

__2_ Contents are sequenced from basic to more complex concepts

__0_ Terminology is explained and integrated

__3_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__2_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

____ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

The reviewer had no comments on overall strengths and/or weaknesses of this product.

Product: Workplace Literacy Partnership Program. Working Hands and Active Minds: The Voices of Workers

The Worker Education Program is a partnership between Northeastern Illinois University; the Union of Needle Trades, Industrial, and Textile Employees (UNITE); and companies whose employees are represented by UNITE. The Worker Education Program was established in 1992 in an effort to help employees of participating businesses develop the skills they needed to improve plant safety and improve company productivity by boosting productivity and customer satisfaction. The program's teacher training component reflects the following key principles underpinning the program's design: a learner-centered philosophy, teacher flexibility, and customization to specific workplaces. Because all training topics are selected based on direct employer, union, or employee input, teachers are trained in the principles of learner-centered instruction and problem-posed curriculum development. As part of their training, teachers learn to solicit input from program stakeholders and continuously adapt the curriculum to include new topics as the need arises. Trainers participate in onsite teacher/facilitator training to acquaint teachers with the specific educational needs of learners in specific work sites. Teachers also receive ongoing support from a variety of sources: advisory committees consisting of UNITE representatives, teachers, and learners; ongoing staff development activities; and monthly teacher meetings that have been said to be similar to "support groups." (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; *Inservice Teacher Education; *Literacy Education; Adult Learning; *English (Second Language); *Functional Literacy; Educational Objectives; *Student Centered Curriculum; Partnerships in Education; Unions; School Business Relationship; Program Development; Student Attitudes; Teacher Attitudes; Limited English Speaking

Types of Product

- ❑ Guidebook (planning)
- ❑ Recruitment materials
- ❑ Evaluation report
- ❑ Progress report
- ❑ Final report
- ✖ Other (please specify) ***Videotape for teacher training***

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__0_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

____ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

____ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

____ Planning and implementation reflect accepted principles of good practice

Evaluation

____ Information is provided on learners' satisfaction with their personal learning outcomes

____ Information is provided on learners' satisfaction with the teaching/learning methods used

____ Information is provided on changes in learners' skills

____ Information is provided on learners' application of their improved skills on the job

____ Desired workplace changes/improvements are assessed

Replicability

____ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Teacher training is shown and emphasized which is important since there are few situations or places where teachers can be trained in workplace education. The tape also shows how the program worked.

Product: Workplace Literacy Partnership Program. Partners in Progress: VHS Videotape

Abstract

Since its establishment in 1992, the Worker Education Program has operated as a true partnership of all its stakeholders: Northeastern Illinois University; the Union of Needle Trades, Industrial, and Textile Employees (UNITE); companies whose employees are represented by UNITE; and UNITE members. The Worker Education Program provides learner-centered, worksite-specific training to employees of a wide variety of area businesses, including a manufacturer of lighting fixtures, a garment factory, and a medical center that provides managed care to an ethnically diverse client base. All courses are customized to the individual work sites with extensive input from advisory committees including representatives of all program stakeholder groups, and trainers are taught to problem-pose and solicit learner input so that the program's learners themselves identify their skill needs and determine courses' content. Courses that have been offered through the Worker Education Program include the following: conflict resolution course for union stewards and line supervisors; English as a second language course that includes training in both language skills and critical thinking; customer service course that includes training in interpersonal relations and Spanish. The Worker Education Program has been credited with significant improvements in workplace safety, productivity, customer satisfaction, and employee satisfaction in all its participating workplaces. (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; Adult Education; Conflict Resolution; Customer Service; *Interpersonal Competence; *Vocational English (Second Language); Basic Skills; *Partnerships in Education; Unions; *Student Centered Curriculum; *School Business Relationship; Educational Needs; Spanish; Program Development; Student Attitudes; Teacher Attitudes; Education Work Relationship; Limited English Speaking

Types of Product

- ❑ Guidebook (planning)
- ❑ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report
- ✖ Other (please specify) ***Videotape for publicity and advocacy for workplace education programs***

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__0_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

__0_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__0_ Planning and implementation reflect accepted principles of good practice

Evaluation

__3_ Information is provided on learners' satisfaction with their personal learning outcomes

__0_ Information is provided on learners' satisfaction with the teaching/learning methods used

__3_ Information is provided on changes in learners' skills

__0_ Information is provided on learners' application of their improved skills on the job

__0_ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Briefly summarize other objectives: ***Advocacy for workplace learning***

Replicability

__3_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Interesting, well done.

Product: Workplace Literacy Partnership Program. Partners in Progress: A Monograph on the Worker Education Program

Abstract

The Worker Education Program (WEP) of Northeastern Illinois University (NIU) is a partnership between NIU; the Union of Needle Trades, Industrial, and Textile Employees (UNITE); and companies whose employees are represented by UNITE. Now in its fourth year, the WEP operates in 13 diverse types of workplaces in three states: Illinois, Ohio, and Kentucky. Through the WEP, more than 2,000 workers have attended classes in English as a second language, reading and writing, math, general educational development, basic communications for

the workplace, and problem-solving skills. The WEP's partnering model is based on the following: workplace advisory boards; face-to-face recruitment and stipends to help workers overcome common barriers to program participation (such as child care and transportation problems); worker ownership of the program; worker recognition ceremonies; strong employer investment; the principle that curriculum development is an inventive process that includes task analysis and learner-centered methodologies; and ongoing professional development. Thanks to the WEP, participating workers have achieved measurable increases in their basic and problem-solving skills and participating businesses have reaped the following benefits: less absenteeism, better safety records, greater productivity, improved team building, less waste, and a more stable work force. (20 references) (MN)

Descriptors: *Program Development; *Workplace Literacy; *Partnerships in Education; Functional Literacy; *Literacy Education; Adult Basic Education; *Fashion Industry; *Vocational English (Second Language); Unions; Limited English Speaking; Student Centered Curriculum; Models; Task Analysis; Services; Incentives

Types of Product

- ❑ Guidebook (planning)
- ❑ Recruitment materials
- ❑ Evaluation report
- ❑ Progress report
- ✖ Final report

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__0_ The goals/objectives the project attempted to achieve are clearly stated

__0_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

__3_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__3_ Planning and implementation reflect accepted principles of good practice

Evaluation

__3_ Information is provided on learners' satisfaction with their personal learning outcomes

__3_ Information is provided on learners' satisfaction with the teaching/learning methods used

__3_ Information is provided on changes in learners' skills

____ Information is provided on learners' application of their improved skills on the job

____ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed *(If no other objectives, enter NA.)*

Replicability

____ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Looks professional.

All products were reviewed by Lloyd David.

Awardee: Maryland State Dept. of Education/Metropolitan Baltimore Council AFL-CIO, Baltimore, Maryland

Product: Portfolio Assessment: Celebrating Achievement in Workplace Education (both printed guide and 2-part videos)

Abstract

This document and its two accompanying videos are products of the Labor Education Achievement Program (LEAP), which was a partnership between the Maryland State Department of Education and the Metropolitan Baltimore Council of the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) that was undertaken to provide workplace education classes in basic skills in unionized plants in the Baltimore metropolitan area. The videotapes consist of segments corresponding to different stages or parts of the portfolio process. Sixteen units in the accompanying manual correspond to the segments and discuss each topic portrayed in the video segments. The topics discussed are as follows: portfolio assessment process and Project LEAP; stakeholders; purposes of portfolio assessment; learners and job needs assessment; learning styles; individualized education plans; lesson and curriculum development; introducing portfolios to class; challenges; transfer of learning to work and community; self-reflection and self-assessment; observation and feedback by teachers; moving work from the folder to the portfolio; sharing completed portfolios; and reviewing and evaluating portfolios. Units contain some or all of the following: brief narrative; relevant lesson plan; instructional materials; assessment forms; annotated bibliography; discussion questions; and pertinent research findings. The bibliography lists the 40 references annotated in the individual units. (MN)

Descriptors: *Workplace Literacy; *Literacy Education; Adult Basic Education; *Portfolio Assessment; *Portfolios (Background Materials); *Inservice Education; Unions; Partnerships in Education; School Business Relationship; Annotated Bibliographies; On the Job Training; Basic Skills; Educational Needs; *Needs Assessment; Individual Learning Plans; Cognitive Style; Self-Evaluation (Individuals); Transfer of Training; Education Work Relationship; Curriculum Development; Classroom Techniques; Lesson Plans; Learning Activities

Types of Product

- ❑ Lesson plans
- ❑ Student workbook
- ✖ Video tape
- ❑ Teacher guide
- ❑ Audio tape
- ❑ Computer software
- ✖ Other (please specify) ***Print guide to accompany videos***

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ✖ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify) ***These materials are designed to be used to help teachers/ administrators use the portfolio process in workplace programs.***

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ✖ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

✖ Other skills and knowledge (please specify) ***These are professional development materials.***

Teaching/learning methods <u>that are demonstrated in the video</u> reflect the following principles of good practice

__3_ Learners are involved in setting goals and choosing tasks

__2_ Teachers act primarily as guides and facilitators, not as information sources

__3_ Methods accommodate diversity in learning style and skill levels

__1_ Learners interact on team projects or small group collaboration

__3_ Learners receive regular, ongoing feedback on their progress

__2_ Learners are able to practice their new skills in job settings

Learning Materials (Applies to the print guide that accompanies the video)

__3_ There are guides to assist instructional staff prepare for use of the materials

__2_ Overall instructional purposes, aims and/or goals are clear and significant

_NA_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

_NA_ Contents are appropriate to accomplish the OCOs

_NA_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

_NA_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__2_ Contents are sequenced from basic to more complex concepts

__3_ Terminology is explained and integrated

_NA_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
✖ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ✖ Yes ❑ No
❑ No

Comments on overall strengths and/or weaknesses of this product:

The guide and companion videos present a unique perspective about the use of portfolios as an assessment process in workplace education. The discussion of portfolio assessment also advocates excellent workplace education practices. In addition to providing a thorough discussion of how to implement the portfolio process (illustrated by the use of videos featuring learners, teachers, and administrators), it also establishes the context for workplace education program development by describing both participatory, worker-centered education and stakeholders and their needs. These two sections establish the foundation on which the following discussion of the use of portfolios as an assessment process in workplace education is based. Good practices are demonstrated throughout. The guide and the two accompanying videos are exemplary and would be useful whether or not programs are considering portfolio assessment.

This product was reviewed by Susan Imel.

Awardee: Massachusetts Department of Education, Malden Massachusetts

Product: Workplace Literacy Consortium. Evaluation Report 1996

Abstract

The Massachusetts Workplace Literacy Consortium was funded through a 3-year National Workplace Literacy Program grant. During the second grant year, the consortium operated 25 program sites that were almost evenly divided between health care and manufacturing. The primary reasons programs were started were to reduce error and waste (76%), accommodate change in work organization or process (76%), and make greater use of employees who are nonnative speakers of English (68%). Two outside evaluators were hired to evaluate the programs during their second year. The evaluation focused on the following: extent to which the consortium goals were being met; level of implementation of the Massachusetts Indicators of Quality for Workplace Literacy Programs and the indicators' relationship to learner outcomes, workplace outcomes, and program partnership; relationship between instructional methodologies and worker and workplace outcomes; and ways programs could improve. The evaluation documented some learning gains, particularly in English, math, problem solving, and reasoning. (Twenty-five tables are included. Appendixes constituting approximately 50% of this document contain the following: indicators of quality; Indicators PLUS protocol for program coordinators; quality indicators' results; self-score sheet; cost figures; Department of Education data collection forms; plan of operation; and revised guidelines for curriculum documents.) (MN)

Descriptors: *Literacy Education; Adult Basic Education; *Adult Literacy; *Workplace Literacy; *Program Effectiveness; *Consortia; Statewide Planning; Demonstration Programs; Curriculum Development; *Educational Quality; Evaluation Criteria; Educational Objectives; Outcomes of Education

Types of Product

- ❑ Guidebook (planning)
- ✖ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

__1__ The needs of all stakeholders involved in the project were systematically assessed

__2__ The goals/objectives the project attempted to achieve are clearly stated

__2__ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__2__ The services provided by the project were aligned with the stated goals/objectives of the project

__2__ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0__ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__2__ Planning and implementation reflect accepted principles of good practice

Evaluation

__2__ Information is provided on learners' satisfaction with their personal learning outcomes

__2__ Information is provided on learners' satisfaction with the teaching/learning methods used

__2__ Information is provided on changes in learners' skills

__0__ Information is provided on learners' application of their improved skills on the job

__2__ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed *(If no other objectives, enter NA.)*

Replicability

__2__ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This evaluation report provides a good overview of the program: background information, goals, objectives, and procedures. This is a large initiative: a consortium of 25 program sites offering 138 courses. They incorporated into their programs Indicators of Quality Planning Evaluation Teams and an experimental distance learning approach. Their experiences with these approaches should be helpful to other programs.

This product was reviewed by V. H. Denny

Awardee: Continuing Education Institute, Inc. Watertown, Massachusetts

Product: Global 2000: Workplace Literacy Program for Manufacturing. Videotape

Abstract

This document examines the Global 2000 project, during which the Continuing Education Institute and 10 Massachusetts manufacturers formed a partnership to develop and implement a workplace literacy program providing company-specific training in areas identified by inclusive, multilevel employee involvement teams. The document begins with a project report that opens with a discussion of the overall and company-specific project goals and proceeds to discuss selected curriculum issues: pronunciation strategies; adaptation of workplace materials; expanding the use of English into the workplace; and computer-aided instruction. The remainder of the report details the project outcomes (an 87% course completion rate was achieved by the 805 workers who enrolled in the 61 courses offered at the 10 project sites, and 41 employee participants earned high school diplomas) and the external project evaluation findings. The remaining 90% of the document consists of the following: list of Global 2000 project representatives; program statistics; selected examples of media coverage received by the project; case studies of 10 Global 2000 participating companies; 2 evaluations of 4 program sites; and a project evaluation. An accompanying videotape discusses the Global 2000 project's history, rationale, objectives, partners, design, outcomes, and benefits to students and partner companies. (MN)

Descriptors: *Workplace Literacy; *Literacy Education; High School Equivalency Programs; Outcomes of Education; Basic Skills; Program Design; Adult Basic Education; Case Studies; *Program Effectiveness; Program Development; Regional Planning; School Business Relationship; *Partnerships in Education; *Manufacturing Industry; Models

Types of Product

- ❑ Guidebook (planning)
- ❑ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report
- ✖ Others (please specify) ***Videotape for public relations about program***

Evaluation

__2__ Information is provided on learners' satisfaction with their personal learning outcomes

__2__ Information is provided on learners' satisfaction with the teaching/learning methods used

__2__ Information is provided on changes in learners' skills

__2__ Information is provided on learners' application of their improved skills on the job

__2__ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__2_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Doesn't provide any information on how program was set up. Good outcome information.

Product: Global 2000: Workplace Literacy Program for Manufacturing. Final Report

Abstract

This document examines the Global 2000 project, during which the Continuing Education Institute and 10 Massachusetts manufacturers formed a partnership to develop and implement a workplace literacy program providing company-specific training in areas identified by inclusive, multilevel employee involvement teams. The document begins with a project report that opens with a discussion of the overall and company-specific project goals and proceeds to discuss selected curriculum issues: pronunciation strategies; adaptation of workplace materials; expanding the use of English into the workplace; and computer-aided instruction. The remainder of the report details the project outcomes (an 87% course completion rate was achieved by the 805 workers who enrolled in the 61 courses offered at the 10 project sites, and 41 employee participants earned high school diplomas) and the external project evaluation findings. The remaining 90% of the document consists of the following: list of Global 2000 project representatives; program statistics; selected examples of media coverage received by the project; case studies of 10 Global 2000 participating companies; 2 evaluations of 4 program sites; and a project evaluation. An accompanying videotape discusses the Global 2000 project's history, rationale, objectives, partners, design, outcomes, and benefits to students and partner companies. (MN)

Descriptors: *Workplace Literacy; *Literacy Education; High School Equivalency Programs; Outcomes of Education; Basic Skills; Program Design; Adult Basic Education; Case Studies; *Program Effectiveness; Program Development; Regional Planning; School Business Relationship; *Partnerships in Education; *Manufacturing Industry; Models

Types of Product

❑ Guidebook (planning) ✖ Evaluation report ✖ Final report
❑ Recruitment materials ❑ Progress report

❑ Other (please specify) ***Contains case studies of all participating companies, needs assessments and surveys***

Planning/Implementation

__2_ The needs of all stakeholders involved in the project were systematically assessed

__2_ The goals/objectives the project attempted to achieve are clearly stated

__2_ The goals/objectives of the project relate to assessed needs and are expressed in terms of outcomes to be achieved

__2_ The services provided by the project were aligned with the stated goals/objectives of the project

__3_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__2_ Planning and implementation reflect accepted principles of good practice

Evaluation

__2_ Information is provided on learners' satisfaction with their personal learning outcomes

__2_ Information is provided on learners' satisfaction with the teaching/learning methods used

__2_ Information is provided on changes in learners' skills

__2_ Information is provided on learners' application of their improved skills on the job

__2_ Desired workplace changes/improvements are assessed

__2_ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__2_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This final report is written like a story that takes the reader from the point of identifying the problem to planning the program, implementing it, and evaluating it. Included are case studies of the ten participating companies that presented workplace literacy programs under the auspices of CEI, Inc. The case studies contain supporting data such as needs assessments and surveys. The project evaluations are also included in the report.

These products were reviewed by Joan Friedenberg.

Awardee: Wayne State University, Detroit, Michigan

Product: Project Alert. Implementation of Workplace Education Programs

Abstract

This document presents the Project ALERT Workplace Literacy Project model. It describes each of the seven components of implementation: instructional delivery, staff development, recruitment, incentives, resources, organizational constraints, and union and management relations. Evaluation showed these components to be a strong approach to implementation. The implementation model used in the project describes the following components: orientation and site organization, site set-up procedures, staff set-up procedures, staff development session descriptions, educational resources, recruitment procedures, and delivery systems. (KC)

Descriptors: Adult Basic Education; Postsecondary Education; Continuing Education; *Workplace Literacy; On the Job Training; Program Evaluation; *Program Implementation; Skill Development; Teaching Methods; Institutional Cooperation; *Education Work Relationship; Whole Language Approach; Multimedia Instruction; *Models; Administrator Role; *Delivery Systems

Types of Product

- ✖ Guidebook (planning)
- ❑ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

__2_ The needs of all stakeholders involved in the project were systematically assessed

__2_ The goals/objectives the project attempted to achieve are clearly stated

__2_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__2_ The services provided by the project were aligned with the stated goals/objectives of the project

__2_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

_NA_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__2_ Planning and implementation reflect accepted principles of good practice

Replicability

__2_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

A good example of how a workplace literacy program can be implemented.

Product: Project Alert. Communication on Computer. Improving Reading & Writing Skills Using a Computer. Instructors Guide.

Abstract

This course is designed to enhance reading and writing skills. It is tied to an interactive computer program (The New Reading Disc) that provides opportunities for reading, hearing sentences read, and writing letters and memos. Special emphasis is placed on workers' understanding of the importance of their jobs and how they fit into the total process of axle production. The course description lists target audience, general objective, and typical results observed. The next section gives instructors basic information related to providing successful educational programs in a workplace setting, an instructor's lexicon of strategies and principles that can be used in teaching, instructor's role and responsibilities, and course objectives. An explanation of lesson format lists six parts of the template used to design the lessons--understanding/outcome, materials, demonstration, exercise/engagement, workplace application, and evaluation/comments. A sample template and explanation of each part follows. A section on planning and scheduling deals with time requirements, class size, expected outcomes, prerequisites, and suggested timing for each lesson. Lessons are organized into the following categories: identifying parts of computers; job activities and duties; job terminology; workplace changes; editing; letters and memos; manufacturing process; manufacturing gears; sequential order of work-related events; alternative fuels; main idea; problem-solving steps; stating and supporting an opinion; locating details. Also included are reading activities and writing exercises. (KC)

Descriptors: Adult Basic Education; Postsecondary Education; Continuing Education; *Workplace Literacy; On the Job Training; Program Implementation; Skill Development; Institutional Cooperation; *Education Work Relationship; Whole Language Approach; Multimedia Instruction; Teaching Methods; Learning Activities; *Microcomputers; *Writing Instruction; *Reading Instruction; Pretests Posttests

Types of Product

- ❑ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ❑ Listening
- ❑ Speaking
- ✖ Reading
- ✖ Writing
- ❑ Pronunciation
- ✖ Vocabulary
- ❑ Grammar

Other

- ❑ Basic economic
- ❑ Blueprint reading
- ❑ Career planning
- ✖ Computer usage
- ❑ Corporate history and mission
- ❑ Cultural sensitivity

Teaching/learning methods reflect the following principles of good practice

__0__ Learners are involved in setting goals and choosing tasks

__3__ Teachers act primarily as guides and facilitators, not as information sources

__2__ Methods accommodate diversity in learning style and skill levels

__2__ Learners interact on team projects or small group collaboration

__2__ Learners receive regular, ongoing feedback on their progress

__2__ Learners are able to practice their new skills in job settings

__2__ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__2_ There are guides to assist instructional staff prepare for use of the materials

__2_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2_ Contents are appropriate to accomplish the OCOs

__2_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__2_ Materials include documents and devices that learners use on the job

__2_ Contents are clearly presented

__2_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__2_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→***Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

A good curriculum introducing the computer but also developing literacy skills with pen and pencil activities. Excellent wrap around materials are included at the beginning and the end describing adult learner teaching philosophies that would be helpful to instructors and suggestions for reading/writing activities.

The curriculum utilizes a CD-ROM, "The New Readers Dice," for reading passages, but the text of those passages is included in the curriculum.

These products were reviewed by V. H. Denny.

Awardee: St Louis Community College, St. Louis, Missouri

Product: New Paradigm for Effective Workplace Skills. Improving Department Documentation

Abstract

This document consists of two publications that were developed to help employees of a health system's department of food and nutrition improve their department's documentation. Included in the first publication, which is titled "Improving Department Documentation," are a self-assessment designed to help employees rate their skills in completing department documentation and training employees, a handout explaining three learning strategies (organizing, skimming, note taking), and the following sample forms used at the health center: record of corrective action; performance appraisal; employer report of a work-related injury, illness, or exposure and accompanying supervisor's accident investigation form; and monthly quality improvement report. The second publication, "Better Documentation Writing," contains the following: brief self-assessment designed to help employees rate their skills in completing the health system's substandard performance and performance appraisal forms; copies of the substandard performance and performance appraisal forms; checklist for evaluating writing; and guidelines for business writing. (MN)

Descriptors: *Literacy Education; Adult Education; Adult Literacy; *Workplace Literacy; *Program Effectiveness; Demonstration Programs; *Documentation; *Technical Writing; Records (Forms); *Health Personnel; Self Evaluation (Individuals); Check Lists; Business Correspondence

Types of Product

- ❑ Lesson plans
- ✖ Student workbook
- ❑ Video tape
- ❑ Teacher guide
- ❑ Audio tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Teacher materials
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ❑ Listening
- ❑ Speaking
- ✖ Reading
- ✖ Writing
- ❑ Pronunciation
- ❑ Vocabulary
- ❑ Grammar

Teaching/learning methods reflect the following principles of good practice

__0__ Learners are involved in setting goals and choosing tasks

__0__ Teachers act primarily as guides and facilitators, not as information sources

__0__ Methods accommodate diversity in learning style and skill levels

__0__ Learners interact on team projects or small group collaboration

__0__ Learners receive regular, ongoing feedback on their progress

__3__ Learners are able to practice their new skills in job settings

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Learning Materials

__0__ There are guides to assist instructional staff prepare for use of the materials

__2__ Overall instructional purposes, aims and/or goals are clear and significant

__0__ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2__ Contents are appropriate to accomplish the OCOs

__2__ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__3__ Materials include documents and devices that learners use on the job

__2__ Contents are clearly presented

_NA_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→***Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

The reviewer had no comments on the overall strengths and/or weaknesses of this product.

This product was reviewed by Joan Friedenberg.

Awardee: Board of Cooperative Educational Services (BOCES), Northport, New York

Product: National Workplace Literacy Program. Learning Partnerships. Final Evaluation Report

Abstract

The Western Suffolk Board of Cooperative Educational Services undertook a 3-year workplace basic education project in Long Island, New York, that was designed to help workers develop four types of skills: traditional basic skills; other Secretary's Commission on Achieving Necessary Skills (SCANS)-type competencies such as problem solving, team work, and computer literacy; self-confidence; and job-specific technical skills. The program's approach was based on the following strategies: partnerships with local employers; initial and ongoing staff development; ongoing assessment of learners' needs and progress through a variety of assessment methods; customized instruction featuring authentic materials and examples from learners' day-to-day lives; and recruitment and retention activities. The project far exceeded its stated goals. More than 1,300 learners at 28 company received instruction in English for speakers of other languages and SCANS-type basic skills. In addition to gaining specific basic and technical skills, many learners reported new interest in participating in training and educational opportunities inside and outside their workplaces. The education provider developed stronger links with employers and workers and gained new expertise in workplace education. (Appendixes constituting 50% of this document contain the following: summary of sites participating; schedule of 1997 information-gathering activities; and 12 site profiles.) (MN)

Descriptors: *Literacy Education; Adult Basic Education; *Adult Literacy; English (Second Language) *Workplace Literacy; *Program Effectiveness; Formative Evaluation; School Business Relationship; Summative Evaluation; Demonstration Programs; *Education Work Relationship; *Basic Skills; Skill Development; Partnerships in Education; Staff Development; Needs Assessment; Performance Based Assessment; Curriculum Development; Student Centered Curriculum; School Holding Power; Recruitment; Industrial Training; Limited English Speaking

Types of Product

- ❑ Guidebook (planning)
- ✖ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

__3__ The needs of all stakeholders involved in the project were systematically assessed

__0__ The goals/objectives the project attempted to achieve are clearly stated

__0__ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

_NA_ The services provided by the project were aligned with the stated goals/objectives of the project

__3_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__2_ Planning and implementation reflect accepted principles of good practice

Evaluation

__2_ Information is provided on learners' satisfaction with their personal learning outcomes

__2_ Information is provided on learners' satisfaction with the teaching/learning methods used

__2_ Information is provided on changes in learners' skills

__2_ Information is provided on learners' application of their improved skills on the job

__2_ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__2_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Particularly good description of problems encountered when implementing a program.
Very nice program profiles in appendices.
Readable, clear.
Organization a little unusual and one might have to dig a little for information.

Project goals very vague (not a reflection of this evaluation.)

Good example of an evaluation for a loosely run program with vague objectives.

This product was reviewed by Joan Friedenberg.

BEST COPY AVAILABLE

Awardee: Bronx Community College, Bronx, New York

Product: Workshops in the Workplace: A Guidebook for Administrators and Instructors Providing Workplace Education to the Health and Manufacturing Industries

Abstract

This guidebook, which is intended for educational professionals who are seeking to establish liaisons with business partners and provide workplace education to the health and manufacturing industries, contains strategies and issues that workplace education program administrators and instructors should consider when designing and delivering on-site educational training. Developed on the basis of extensive literature and documentation reviews, interviews with key educational and industry personnel, and observations, the guide's seven chapter covers the following topics: Business and Professional Development Institute Project; starting a partnership; assessing need; principles of adult education applied to work force education; organizing instruction and customizing the curriculum; learner assessment and program evaluation; and strategies for providing support for workplace literacy. Twenty-five forms, graphics, and tables are included. The bibliography lists 27 references. Appendixes constituting approximately 60% of this document contain the following: sample survey reports; training outlines/schedules; workshop session outlines; instructional materials on decision making, brainstorming, memo writing, calculation; and reporting problems; assessment materials; and assessment and outcome forms. Also included is the text of a presentation, "Workshops in the Workplace" (Claude D. Grant, Natalie Hannon, Doris D. Dingle), that was made to a 1997 symposium on workplace education in the health care environment. (MN)

Descriptors: *Workplace Literacy; *Literacy Education; Adult Basic Education; Two Year Colleges; Community Colleges; Program Administration; *Program Implementation; Partnerships in Education; *Health Occupations; *Manufacturing Industry; Administrator Guides; Teaching Guides; *Workshops; School Business Relationship; Records (Forms); Instructional Materials; Learning Activities; Program Evaluation; Student Evaluation; Curriculum Development; Staff Development; Educational Needs; Needs Assessment; Cooperative Planning; Educational Principles; Adult Learning; Program

Types of Product

❑ Lesson plans	❑ Student workbook	❑ Video tape
✖ Teacher guide	❑ Audio tape	❑ Computer software

❑ Other (please specify) ***Also intended for administrators***

Learners for Whom Materials Were Developed *(Check All that Apply)*

✖ Native English speakers with limited basic skills

✖ Speakers with limited-English proficiency ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

❑ Classroom, teacher guided ❑ Take home, self-study ❑ Broadcast media, radio, TV
❑ Teacher materials

❑ Materials are work-based ❑ Other (please specify) ***Guide for instructors and administrators who will develop workplace programs***

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

✖ Manufacturing ❑ Retail/wholesale sales ❑ Other Services
❑ Construction ❑ Transportation/Utilities/ Communications ❑ Government (social service, education)
❑ Finance/Insurance/ Real Estate ✖ Health Services ❑ General

❑ Other (please specify)

Skill and Knowledge Areas Included in Learning Materials (Check All That Apply)

❑ Other (please specify) ***To help develop programs; not specific learner skills***

Teaching/learning methods reflect the following principles of good practice

__2_ Learners are involved in setting goals and choosing tasks

__1_ Teachers act primarily as guides and facilitators, not as information sources

_NA_ Methods accommodate diversity in learning style and skill levels

__1_ Learners interact on team projects or small group collaboration

__1_ Learners receive regular, ongoing feedback on their progress

__0_ Learners are able to practice their new skills in job settings

_NA_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units __NA_ Expected time length of each unit (minutes) ____

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ✖ Yes ❑ No

Learning Materials

__3_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3_ Contents are appropriate to accomplish the OCOs

__3_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__0_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__3_ Contents are sequenced from basic to more complex concepts

__2_ Terminology is explained and integrated

__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

This product is designed to assist others develop workplace education programs. It uses examples from the Bronx Community College's National Workplace Literacy Project, Workshops in the Workplace, throughout the guide. For example, the section on Assessing Need refers to sample materials used in assessing learning needs at one of the sites. The materials are included in an appendix. Other appendices contain a number of samples of the instructional materials developed and used in the grant and these are used in discussing curriculum and instruction. These example instructional materials are based on materials that the learners actually use in the workplace. Another section of the guide discusses how to apply adult education principles to workplace education. All in all, this product promotes the development of workplace education programs based on good practices.

This product was reviewed by Susan Imel.

Awardee: City University of New York, Center for Advanced Study in Education, New York, New York

Product: Self-Directed Workplace Learning, Distance Learning Study Guide. Communication Skills for OMRDD Direct Care Workers ED415398

Abstract

This self-directed, self-paced adult distance education program provides developmental aides and transitional employees with practice in job-related reading, writing, math, and problem solving. Participants use e-mail, print materials, and videotapes to do assignments. An introductory brochure precedes materials for 12 theme areas and 105 units into which the theme areas are divided. These components are provided for each unit: job context, communication skills covered, objectives, materials list, introduction, description of videotape materials, learning activities, and supplements such as reading materials and questions. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports, part 1; incident reports, part 2; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities; improving productivity and job efficiency through personal development; preview of direct care for transitional workers; career-related college and academic skills; and planning for the future and evaluation of distance learning program. Appendixes include worksheets from Writing Skills Handbook, worksheets from Introduction to Basic Math, and list of theme areas and units. (YLB)

Descriptors: Adult Education; Allied Health Occupations Education; Caregiver Role; *Caregivers; *Communication Skills; *Developmental Disabilities; *Distance Education; Health Personnel; Individual Development; Instructional Materials; Job Skills; Learning Activities; Medical Services; Mental Health Workers; Mental Retardation; Planning; *Reading Skills; Time Management; *Writing Skills

Types of Product

- ✖ Lesson plans
- ✖ Student workbook
- ❑ Video tape
- ❑ Teacher guide
- ❑ Audio tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Teacher materials
- ✖ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ✖ Speaking
- Reading
- ✖ Writing
- ❑ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Teaching/learning methods reflect the following principles of good practice

__0__ Learners are involved in setting goals and choosing tasks

__3__ Teachers act primarily as guides and facilitators, not as information sources

__0__ Methods accommodate diversity in learning style and skill levels

__0__ Learners interact on team projects or small group collaboration

__3__ Learners receive regular, ongoing feedback on their progress

__3__ Learners are able to practice their new skills in job settings

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units 100+ Expected time length of each unit (minutes)_____

Handout materials are included ❑ Yes ❑ No

Overhead masters are included ❑ Yes ❑ No

Learning Materials

__3_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__3_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3_ Contents are appropriate to accomplish the OCOs

__3_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__3_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__0_ Contents are sequenced from basic to more complex concepts

____ Terminology is explained and integrated

__0__ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3__ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

____ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

Comments on overall strengths and/or weaknesses of this product:

This is a very interesting program [David]

This represents a unique approach to workplace literacy for audience that has not received much attention in NWLP projects. Combined with teacher's guide and videos, it can be easily used by other wishing to develop programs. [Imel]

Product: Self-Directed Workplace Learning, Distance Learning Study Guide. Communication Skills for OMRDD Direct Care Workers: Instructor's Manual ED415397

Abstract

This instructor's manual provides an overview, directions, and answer keys for working with the study guide for direct care workers who are enrolled in a self- directed communication skills distance learning program for developmental disabilities workers. It begins with a list of the 12 theme areas and 105 units into which the theme areas are divided. Guidelines are provided for evaluating reading comprehension and writing. These components are provided for each unit: job context, communication skills covered, objectives, purpose of unit, videotape material, descriptions of or guides for evaluating student responses or answer keys to assignments, and supplements. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports, part 1; incident reports, part 2; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities; improving productivity and job efficiency through personal development; preview of direct care for transitional workers; career-related college and academic skills; and planning for the future and evaluation of distance learning program. (YLB)

Descriptors: Adult Education; Allied Health Occupations Education; Caregiver Role; *Caregivers; *Communication Skills; *Developmental Disabilities; *Distance Education; Health Personnel; Individual Development; Instructional Materials; Job Skills; Learning Activities; Medical Services; Mental Health Workers; Mental Retardation; Planning; *Reading Skills; Teaching Guides; Time Management; *Writing Skills

This is the abstract for both of the product reviews that follow, the instructor's manual and the accompanying videotapes.

Types of Product

- ❑ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ❑ Speaking
- ✖ Reading
- ✖ Writing
- ❑ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Teaching/learning methods reflect the following principles of good practice

__0_ Learners are involved in setting goals and choosing tasks

__3_ Teachers act primarily as guides and facilitators, not as information sources

__0_ Methods accommodate diversity in learning style and skill levels

__1_ Learners interact on team projects or small group collaboration

__3_ Learners receive regular, ongoing feedback on their progress

__3_ Learners are able to practice their new skills in job settings

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _105_ Expected time length of each unit (minutes)_____

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__3_ There are guides to assist instructional staff prepare for use of the materials

__1_ Overall instructional purposes, aims and/or goals are clear and significant

__3_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3_ Contents are appropriate to accomplish the OCOs

__3_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__2_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__3_ Contents are sequenced from basic to more complex concepts

__1_ Terminology is explained and integrated

__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__2_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→***Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

Comments on overall strengths and/or weaknesses of this product:

This document is designed to be used in conjunction with the student guide. This manual provides the information an instructor will need to implement the program of self-directed communication skills. It is clearly laid out and easy to follow. In conjunction with the other material (student guide and videos), it represents a unique approach to workplace literacy for an audience that has not had much attention by NWLP projects. [Imel]

Product: Videotape Segments for Communication Skills for OMRDD Direct Care Workers

Types of Product

- ❑ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ✖ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed (*Check All that Apply*)

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials (*Check All that Apply*)

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ✖ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed (*Check All That Apply*)

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials (*Check All That Apply*)

Communications

- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Teaching/learning methods reflect the following principles of good practice

__0__ Learners are involved in setting goals and choosing tasks

__3__ Teachers act primarily as guides and facilitators, not as information sources

__3__ Methods accommodate diversity in learning style and skill levels

__0__ Learners interact on team projects or small group collaboration

__2_ Learners receive regular, ongoing feedback on their progress

__3_ Learners are able to practice their new skills in job settings

__3_ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _105_ Expected time length of each unit (minutes)_____

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ❑ No

Learning Materials

__3_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__2_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__2_ Contents are appropriate to accomplish the OCOs

____ Materials needed to achieve the OCOs are provided or readily available sources are recommended

____ Materials include documents and devices that learners use on the job

____ Contents are clearly presented

____ Contents are sequenced from basic to more complex concepts

____ Terminology is explained and integrated

____ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

____ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

____ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

Comments on overall strengths and/or weaknesses of this product:

Videos are interesting but can't tell how effective they are in teaching. It is easy to find where video belongs in curriculum. This is a neat project. The idea is excellent. [David]

Product: Self-Directed Workplace Learning Distance Learning. Communication Skills for OMRDD Direct Care Workers Video Guide ED415396

Abstract

Adapted from a larger distance learning program, this video guide is designed for use by students who feel most comfortable working within the video modality. It contains self-study exercises for development of job-related reading, writing, problem-solving, and reasoning skills required of direct care workers. This independent, self-paced course is divided into 10 theme areas, each relating to a work task that is part of the direct care worker's job. Each theme area is divided into separate units each planned to take about 1 hour to complete. The materials are related to three videotapes. Each unit consists of these components: job context, communication skills covered, objectives, materials list, introduction, description of videotape material, learning activities, and supplements. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities; improving productivity and job efficiency through personal development; preview of direct care for transitional workers; and career-related college and academic skills. Appendixes include the following: a form to evaluate the guide, information on how to study and manage your time effectively, topics and learning objectives, and answer key. (YLB)

Descriptors: Adult Education; Allied Health Occupations Education; Caregiver Role; *Caregivers; *Communication Skills; *Developmental Disabilities; *Distance Education; Guides; Health Personnel; Individual Development; Instructional Materials; Job Skills; Learning Activities; Medical Services; Planning; *Reading Skills; Time Management; Videotape Recordings; *Writing Skills

Types of Product

- ❑ Lesson plans
- ❑ Teacher guide
- ✖ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Teacher materials
- ✖ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Comments on overall strengths and/or weaknesses of this product:

This guide is part of a unique video series for distance learning for health care workers. Clearly, concisely written. [Jurmo]

Product: Self-Directed Workplace Literacy Distance Learning. Final Report

Abstract

The Self-Directed Workplace Literacy Distance Learning Project demonstrated a model workplace literacy program that helped direct care workers in state-operated developmental disabilities facilities improve their literacy skills for a changing workplace. During the project, 268 New York State Office of Mental Retardation and Developmental Disabilities employees and others aspiring to developmental aide jobs spent 4 hours weekly over 24 weeks in self-directed, self-paced instruction at the workplace on release time. The instructional model combined print, video, electronic mail, computer-assisted learning, video conferencing, and self-directed study methods. Workers determined, in consultation with their supervisors, how they would spend their weekly study periods. The instructor used e-mail to provide workers with feedback on their work and guidance on independent study habits. The majority of participants were productive in the self-directed learning environment; however, even those who functioned well within the model emphasized that weekly communication with the instructor was critical to the program's success. (Appendixes constituting nearly 50% of this document contain the following: participant feedback; guidelines for technology implementation in a workplace distance learning project; guidelines for staff development in a workplace distance learning project; results of the site visit data analysis; supplemental questionnaires; and information about changes in key personnel.) (MN)

Descriptors: *Literacy Education; Adult Basic Education; *Workplace Literacy; *Program Effectiveness; *Distance Education; *Independent Study; Guidelines; Staff Development; Educational Technology; Computer Uses in Education; Student Attitudes; Questionnaires; Formative Evaluation; Summative Evaluation; Models; Outcomes of Education; Partnerships in Education; Information Dissemination; Material Development; Instructional Materials; Developmental Disabilities; Higher Education; Unions; State Agencies; Agency Role;

Demonstration Programs; *Allied Health Personnel

Types of Product

❑ Guidebook (planning) ❑ Evaluation report ✖ Final report
❑ Recruitment materials ❑ Progress report

Planning/Implementation

__0_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__0_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

__0_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__3_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

____ Planning and implementation reflect accepted principles of good practice

Evaluation

__3_ Information is provided on learners' satisfaction with their personal learning outcomes

__3_ Information is provided on learners' satisfaction with the teaching/learning methods used

__2_ Information is provided on changes in learners' skills

__0_ Information is provided on learners' application of their improved skills on the job

____ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

____ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This is a very interesting project which has implications for the future. [David]

Product: The Care and Feeding of a Successful Collaborative Partnership

Abstract

In this document, representatives from the four partners involved in a self-directed distance learning program for developmental aides responsible for caring for persons with developmental disabilities and/or mental retardation (the City University of New York, a labor union, an executive employee relations office, and a state agency involved in health care delivery) share their insights regarding why their collaborative partnership has been so successful. The document begins with a description of the Distance Learning Project, which was designed to help learners develop needed reading, writing, math, problem-solving, and reasoning skills. The remaining 60% of the document examines the following reasons for the partnership's success: racial, gender, educational, and employment diversity of the members of the program's central guidance team; philosophy that everyone's contribution is important; appreciation and acknowledgment of all team members; commitment to the project; minimum of individual or agency self-interest among team members; inclusion of time for enjoyment in all meetings; high-level of personal satisfaction experienced by team members; use of effective partnership techniques (road maps, "I-time," go-arounds, brainstorming, flowcharting); and extensive use of technology to facilitate meetings of the entire team, subgroups of team members, and day-to-day contact. (MN)

Descriptors: *School Business Relationship; *Partnerships in Education; *Literacy Education; Adult Basic Education; *Workplace Literacy; *Cooperative Planning; *Distance Education

Types of Product

- ❑ Guidebook (planning)
- ❑ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report
- ✖ Other (please specify) ***Conference report***

Comments on overall strengths and/or weaknesses of this product:

This is an interesting description of why a project partnership worked. [David]

The report provides information about the intangible elements of a NWLP that are often overlooked in official final reports. The type of information that is contained in this document frequently is not considered in thinking about project planning and implementation. [Imel]

The products from this project were reviewed by Lloyd David, Susan Imel, and Paul Jurmo.

Awardee: Chinatown Manpower Project, Inc., New York, New York

Product: National Workplace Literacy Program. Final Performance Report ED388117

Abstract

The Chinatown Manpower Workplace Literacy Program was funded by the United States Department of Education from November 1, 1993 to April 30, 1995. The program consisted of three 18-week cycles, each comprised of 50 hours of instruction of garment-related English and English as a Second Language aimed at upgrading the literacy level of Chinese workers; improving the workers' understanding of their work, rights, and benefits; providing academic and vocational counseling services and referrals; and enhancing job productivity and job opportunities. The partners in this project were: (1) Chinatown Manpower Project, the training partner; (2) Local 23-23, the union partner; and (3) the Greater Blouse, Skirt & Undergarment Association, Inc., and the Continental Garment Manufacturers Association of Greater New York, the industry partners. This final report of the project highlights the following: partners' participation; actual program accomplishments compared to proposed objectives; schedule of accomplishments; characteristics of participants and outcomes; dissemination activities; evaluation activities; and staff development activities. Appendixes contain sample tests and evaluation forms. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: *Educational Objectives; *English (Second Language); *Fashion Industry; *Literacy Education; *Program Evaluation; Second Language Instruction; *Staff Development; Student Characteristics

Types of Product

- ❑ Guidebook (planning)
- ❑ Recruitment materials
- ❑ Evaluation report
- ❑ Progress report
- ✖ Final report

Comments on overall strengths and/or weaknesses of this product:

A thorough final report about a good project.

Product: National Workplace Literacy Program. Evaluation Report ED388118

Abstract

This document describes the procedures for and results of the external evaluation of the workplace literacy program for underemployed garment industry workers with low English skills

at Chinatown Manpower Project, Inc. in Chinatown in New York City. The document describes the evaluation design and methodology as well as the evaluation results, which include results from context, input, process, and product evaluations. The evaluation concluded that the workplace literacy program continues to be planned and implemented effectively, with the most outstanding program components being program administration, curriculum development, teaching, and counseling. One recommendation raised by both program staff and students was the need for more English-as-a-Second-Language literacy training for students. Other recommendations concerned curriculum and instruction,. It was suggested that the curriculum developer should continue to develop more visual aids to support instruction, instructors should continue to work on students' pronunciation and syntax and grammar in English, and instructors should continue to give mastery quizzes. Finally, the program should work with the city of New York to upgrade the physical facility in which the program operates. Appended materials include a site visit schedule, sample curriculum, sample class schedule, sample class handout, interview questions, and the formative evaluation report. (JL) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: *English (Second Language); *Evaluation Methods; *Fashion Industry; *Literacy Education; *Program Evaluation; Second Language Instruction; Staff Development

Types of Product

- ❑ Guidebook (planning)
- ✖ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Comments on overall strengths and/or weaknesses of this product:

A good, thorough evaluation, written concisely. Shows a good evaluation methodology which begins with a focus on "what are the needs that this program is based on?"

Product: Workplace Literacy Program. From Theory to Practice: A Set of Garment-Related ESL Curriculum ED367200

Abstract

This document describes how a set of workplace literacy curricula was developed for Chinese garment workers in New York City. First, it discusses the goal of the workplace literacy program and the nature of the population served. Then, it proceeds to discuss rationale and research procedures of the how the curriculum being developed. At the end, a set of instructional curriculum materials, a list of resources, and a list of textbooks used in the program are attached. (Adjunct ERIC Clearinghouse on Literacy Education) (Author)

Descriptors: *Curriculum Design; *English (Second Language); *Fashion Industry; Instructional Materials; *Literacy Education; Textbooks

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

If manufacturing, please indicate products ***Garments***

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ❑ Grammar

Product: National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese), 2 Videotapes.

Abstract

Together, these two videotapes contain 15 bilingual lessons for native speakers of Chinese who are employed in the garment industry. Each lesson is divided into two parts. The first part is a vocabulary lesson narrated by a native English speaker. All lesson titles and captions are presented in both English and Chinese. In the second half of each lesson, a forelady takes a Chinese woman on a tour of the garment factory where she will work as a seamstress. During the tour, the lesson's vocabulary words are used in context by English speakers of various ethnic backgrounds. Each lesson closes with a brief vocabulary review. The lesson titles are as follows: job titles and job descriptions; more job titles and job descriptions; the garment-making process; principal parts of a sewing machine; problems with a sewing machine; sewing techniques (seams); more sewing techniques (darts, gathers, interfacings, ribbings); closures (buttons, buttonholes, hooks and eyes, snaps); men's clothing; women's clothing; seasonal clothing; the different parts of garments; measurement and garment size; fabric materials and care instructions; and reading spec (specification) sheets. All lesson titles and captions appear in English and Chinese. (MN)

Descriptors: *Vocational English (Second Language); *Workplace Literacy; *Literacy Education; Adult Basic Education; Functional Literacy; Adult Literacy; *Fashion Industry; Sewing Machine Operators; *Bilingual Education; *Chinese; Employer Employee Relationship; Language Skills; Needle Trades; Sewing Instruction; Immigrants; Limited English Speaking

Types of Product

- ❑ Lesson plans
- ❑ Teacher guide
- ✖ Student workbook
- ❑ Audio tape
- ✖ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ✖ Speakers with limited-English proficiency
- ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ✖ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

A very thorough, well written description of the curriculum for New York City garment workers. Includes a section on how the curriculum was developed.

Product: National Workplace Literacy Program. Garment-Related Bilingual (English and Chinese) Broadcast Lessons. Book 1 and 2. ED369305

Abstract

A compilation of transcripts of 100 bilingual English/Chinese broadcast lessons for workers in the garment industry is presented. The lessons are part of the New York Chinatown Manpower Project's Workplace Literacy Program. With the support of the Sino Radio Broadcast Corporation, the lessons are broadcast daily in the morning and again after the evening news. Free booklets, with assignments and self-tests, are printed and distributed to interested listeners. The lessons include the following topics: introductions, who's at fault, changing a profession, job interviews, problems with sewing machines, using an overlock machine, stitching, difficult tasks, making darts, recommending someone to a supervisor, color and shading problems, stitch size, perfect and encased seams, fabric differences, pattern adjustment, hemming, changing thread, looking for a school, exploring new ideas, reading help wanted ads, following directions, reading signs, sewing a jacket, working overtime, checking tools, asking for advice, bagging finished clothes, teaching someone, decision making, and helping others. Review lessons are scattered throughout. (LB)

Descriptors: Bilingualism; *Chinese; Employer Employee Relationship; *Employment Opportunities; *English (Second Language); *Fashion Industry; Immigrants; *Job Skills; Language Skills; Needle Trades; Sewing Instruction; *Sewing Machine Operators Identifiers: Chinatown Manpower Project NY; *Workplace Literacy

One review form was completed for these books and the videotapes that accompany them. The review form follows the abstract for the videotapes.

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

If manufacturing, please indicate products ***Garment industry***

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications

- ✖ Listening
- ✖ Speaking
- ❑ Reading
- ❑ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ❑ Grammar

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No

Comments on overall strengths and/or weaknesses of this product:

Tape has nice production values. Not clear if it uses best practices, but it is a good model of use of video technology for workplace language instruction. Booklets are to be used with the tape.

These products were reviewed by Paul Jurmo.

Awardee: State Education Department, Albany, New York

Product: Collaborative Learning for Continuous Improvement, Final Evaluation Report. ED415425

Abstract

This document contains four reports about the Collaborative Learning for Continuous Improvement (CLCI) project, which was a successful workplace education project that consisted of partnerships between seven manufacturing companies and five education service providers across New York State. Volume 1 is an executive summary that describes the following components of the model: educational planning teams (EPTs); workplace needs assessment; instructional program featuring a problem-posing curriculum and portfolio assessment; and program evaluation based on site portfolios and assessment by external evaluators. Volume 2 discusses the extent to which each of the following project goals was achieved: provide structure to support EPTs; develop and evaluate/test the CLCI model; demonstrate the model's results; and promote program continuation. In Volume 3, the original vision of the CLCI model is described along with the its strengths and difficulties and the adjustments made to the it during the 3-year project. Analytic descriptions of six project sties are provided in Volume 4. Together, the analytic descriptions illustrate how worker education can be integrated into the total corporate culture and how the CLCI model can help leverage organizational change as it addresses some worker basic skill needs.(MN)

Descriptors: *Statewide Planning; *Workplace Literacy; Adult Basic Education; Adult Literacy; *Partnerships in Education; *School Business Relationship; *Program Effectiveness; *Manufacturing Industry; Models; Organizational Development; Education Work Relationship; Basic Skills; Problem Solving

Types of Product

- ❑ Guidebook (planning)
- ✖ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__3_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

____ The services provided by the project were aligned with the stated goals/objectives of the project

____ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

____ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

____ Planning and implementation reflect accepted principles of good practice

Evaluation

__0_ Information is provided on learners' satisfaction with their personal learning outcomes

__0_ Information is provided on learners' satisfaction with the teaching/learning methods used

__0_ Information is provided on changes in learners' skills

__0_ Information is provided on learners' application of their improved skills on the job

__0_ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

____ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This is an interesting evaluation and should be considered.

This product was reviewed by Lloyd David.

Awardee: State University of New York, Rockefeller College, Albany, New York

Product: Essential Skills for the Care Team. External Evaluation: Final Report

Abstract

The Professional Development Program (PDP) of Rockefeller College of the State University of New York, in partnership with the Eddy/Northeast Health of Troy, New York, conducted a 3-year demonstration project to provide and foster institutionalization of a functionally contextual workplace literacy curriculum and training program to upgrade the basic skills of paraprofessional health care workers in geriatric institutions. Data collected during extensive onsite investigations and job analyses were used to develop a three-stage workplace literacy intervention consisting of the following: learning strategies workshop; 17-hour program devoted to easing into the job of certified nursing assistant; and 20-hour program devoted to new directions in customer service. In all, 1,452 trainees and employees of Eddy/Northeast Health participated in the program. An external evaluator, Performance Plus Learning Consultants, Inc. (PPLC), was hired to evaluate the demonstration program's effectiveness. The PDP-Eddy/Northeast Health workplace literacy program model for eldercare workers was determined to be effective for the project's specific context, and its instructional design and materials were deemed transportable across the industry. (Appendixes constituting approximately two-thirds of the document contain pre- and postassessment data; PPLC and PDP/Eddy data collection instruments; and U.S. Department of Education data collection instruments.) (MN)

Descriptors: *Literacy Education; Adult Basic Education; *Functional Literacy; Adult Literacy; *Workplace Literacy; *Program Effectiveness; *Health Personnel; Demonstration Programs; Skill Development; *Geriatrics; Instructional Design; Instructional Materials; Educational Objectives; Educational Practices; Home Health Aides; Nurses Aides; Models; Curriculum Development

Types of Product

- ❑ Guidebook (planning)
- ✖ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__3_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

__3_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__3_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__2_ Planning and implementation reflect accepted principles of good practice

Evaluation

__3_ Information is provided on learners' satisfaction with their personal learning outcomes

__3_ Information is provided on learners' satisfaction with the teaching/learning methods used

__3_ Information is provided on changes in learners' skills

__3_ Information is provided on learners' application of their improved skills on the job

____ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__3_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

An outstanding, thorough evaluation report by Jorie Philippi.

The report is very detailed, almost overwhelming, at least if read only once quickly.

Needs an up front, brief executive summary.

Product: Essential Skills for the Care Team: Workplace Education in the Health Care Environment. Report

Abstract

This document contains presentations and other materials from a 1997 symposium of practitioners, policymakers, researchers, and funders that was convened to discuss education of direct care workers in the field of health care. The document begins with an executive summary and the keynote address "Why Workplace Literacy?" (Larry Mikulecky). Presented next are three presentations by the members of the Addressing Critical Issues in Educating Direct Care Workers

panel and two responses: untitled presentation by Wilma Sheffer; "Overcoming Hurdles: Some Critical Issues Confronting the Education of Direct Care Staff in the Healthcare Environment" (Barbara McCandless, Christine A. Katchmar); "Workshops in the Workplace" (Doris Dingle, Natalie Hannon, Claude D. Grant); "Addressing Critical Issues in Educating Direct Care Workers" (Francine Boren Gilkenson); and untitled response by William Ebenstein. Three presentations by members of the How to Implement Workplace Education Programs in the Healthcare Environment: Alternative Approaches panel and two responses are provided: "A Distance Learning Model" (Harvey Huth, Harriet Spector); "Alternative Approaches to Workplace Education in the Healthcare Environment" (Dorothy Seidel, Lorry Villemaire); "The Cooperative Home Care Associates' Training and Employment Model" (Christine Archambault); "How to Implement Workplace Education Programs in the Health Care Environment: Alternative Approaches" (Robert Knower); and "Evaluating Workplace Literacy Programs: A Response to Symposium Panel #2" (Jorie W. Philippi). A summary address, "Ten Trends and Potentials for Workplace Education" (James Parker), and the symposium agenda are included along with six program overviews: "St. Louis Community College" (Wilma Sheffer, Lorna Finch); "The Eddy/Rockefeller College" (Barbara McCandless, Christine Katchmar); "Bronx Community College" (Claude Grant, Natalie Hannon, Doris Dingle); "OMRDD/CUNY/CSEA/GOER (Office of Mental Retardation and Developmental Disabilities/Civil Service Employees Association/Governor's Office of Employee Relations)" (Harvey Huth, Harriet Spector); "The Geriatric Authority of Holyoke Resource Center Model" (Lorry Villemaire, Dorothy Seidel); and "Cooperative Home Care Associates (CHCA)" (Christine Archambault). Concluding the document are biographies of 18 selected participants; list of 10 exhibitors and contact persons for each; and list of 56 symposium participants. (MN)

Descriptors: *Literacy Education; Adult Basic Education; *Adult Literacy; *Workplace Literacy; Conferences; *Health Personnel; Distance Education; *Teaching Methods; *Delivery Systems; Educational Strategies; Educational Needs; Educational Objectives; Models; Education Work Relationship; Program Development; Program Implementation; Context Effect; Educational Trends; Educational Benefits; Two Year Colleges; Community Colleges; Higher Education

Types of Product

- ❑ Lesson plans
- ❑ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ✖ Other (please specify) ***Report from a conference***

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ✖ Other (please specify) ***Conference report***

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

A good summary of proceedings from a November 1997 conference of people involved in workplace education in Albany, New York.
Good to show others interested in:

–Doing workplace education in health care
–Hearing how several programs are organized
–Organizing a similar conference
–Hearing Larry Mikulecky's summary of changing demands on workers created by new technologies
–Roles of unions

Product: Essential Skills for the Care Team. Program for New Employees in Residential and Home Care. ED419937

Abstract

This document contains modules for two types of training. It provides 20 hours of training to newly hired Nursing Assistant Trainees (NATs) in residential care settings preparing to become state Certified Nursing Assistants (CNAs), using eight stand-alone modules supported by training process guides. It also includes 7 hours of training for newly hired NATs in the home care settings preparing to become state certified Home Health Aides (HHAs), using five

stand-alone modules with training process guides. The materials are suitable for workplace literacy programs for adults with low levels of English literacy skills. A learning strategies module serves as an introduction to both programs. The CNA program contains the following modules: understanding your assignment sheet; managing your assignment; basic communication; advanced communication; communicating with families and residents; knowing and understanding your residents; and handling the stress of the floor. The CNA modules follow the same format, consisting of a training process guide for trainers that includes the following: learning objectives, competencies, procedures for trainers and students, vocabulary discovery, use of quoted material, use of job-specific materials, and learner assessment with an answer key; and a participant packet that includes learning objectives, learner preassessment, activity sheets, and information sheets. The HHA program includes the following modules: goal identification and priority setting; time management; following directions and map reading; and stress management. The HHA modules are self-instructional units with the following common elements: rationale and goal, objectives, and competencies; personal contract; learner preassessment; overview; learner postassessment; learner assessment answer key; and summary and closure. Subject-specific sections are included in each module. (KC)

Descriptors: Adult Basic Education; Postsecondary Education; *On the Job Training; *Nurses Aides; *Home Health Aides; Allied Health Occupations Education; Curriculum; Learning Activities; Units of Study; Teaching Methods; Classroom Techniques; Competence; Competency Based Education; *Workplace Literacy

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software
- ❑ Other (please specify)

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ✖ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ❑ Pronunciation
- ❑ Vocabulary
- ❑ Grammar

Interpersonal
- ✖ Working in a group
- ✖ Problem-solving
- ❑ Leadership
- ✖ Conflict resolution

Other
- ❑ Basic economic
- ❑ Blueprint reading
- ❑ Career planning
- ❑ Computer usage
- ❑ Corporate history and mission
- ❑ Cultural sensitivity
- ✖ Customer service

✖ Other skills and knowledge (please specify) ***Stress management***

Teaching/learning methods reflect the following principles of good practice

__0_ Learners are involved in setting goals and choosing tasks

__2_ Teachers act primarily as guides and facilitators, not as information sources

__2_ Methods accommodate diversity in learning style and skill levels

__2_ Learners interact on team projects or small group collaboration

__2_ Learners receive regular, ongoing feedback on their progress

__2_ Learners are able to practice their new skills in job settings

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__3_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__3_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3_ Contents are appropriate to accomplish the OCOs

__2_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__0_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__3_ Contents are sequenced from basic to more complex concepts

__3_ Terminology is explained and integrated

__2_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, *If Yes*→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

An outstanding collection of modules and lesson plans around skills and knowledge areas needed by health-care personnel. Can be adapted for other industries.

Product: Essential Skills for the Care Team. New Directions in Customer Service: The Right Tool for the Job ED419938

Abstract

This curriculum was designed to provide 20 hours of training to experienced employees (Certified Nursing Assistants or Home Health Aides) using seven stand-alone modules supported by training process guides. The materials are suitable for workplace literacy programs for adults with low levels of English literacy skills. The curriculum uses a participatory approach to workplace literacy with a focus on interpersonal and team skill development. The program contains the following modules: calling for care: the telephone in customer service; taking responsibility for conflict; difficult people: strategies for successful solutions; RX (prescription) for stress management; team building: working effectively in groups; handling change in the healthcare

environment; and working together with our differences. All modules follow the same format, consisting of a training process guide for trainers that includes the following: learning objectives, competencies, procedures for trainers and students, vocabulary discovery, use of quoted material, use of job-specific materials, and learner assessment with an answer key; and a participant packet that includes learning objectives, learner preassessment, activity sheets, and information sheets. (KC)

Descriptors: Adult Basic Education; Postsecondary Education; *On the Job Training; *Nurses Aides; *Home Health Aides; Allied Health Occupations Education; Curriculum; Learning Activities; Units of Study; Teaching Methods; Classroom Techniques; Competence; Competency Based Education; *Workplace Literacy; Stress Management; *Job Skills

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ❑ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ✖ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

An outstanding collection of activities focusing on "customer service" skills needed by health care workers. However, it is not clear how this would work with people who have limited reading and writing skills.

These products were reviewed by Paul Jurmo.

Awardee: Lane Community College, Eugene, Oregon

Product: Workplace Training Project: Language and Communication Skills

Abstract

This document, which is intended for workplace trainers, contains materials for conducting 10 workplace language and communication skills courses that were developed through the Workplace Training Project, which was a partnership involving Lane Community College in Oregon and five area businesses. The five courses were developed by project staff based on business partners' input regarding the mathematics skills required of employees at their specific work sites. The course topics are as follows: know your company; basic communication skills for lead workers; basic principles for effective communication; conflict resolution for lead workers; production document reading; writing in the workplace; English as a second language for Hispanics; English as a second language in a workplace setting; English as a second language production document reading; and cultural diversity/Spanish in the workplace. The following materials are included for each course: course description; student outcome objectives; description of target student population; description of class environment; suggested instructional techniques; syllabus of course activities; learning activity sheets; student handouts; student worksheets; sample problems; and substantial bibliography. Each learning activity sheet contains the following: introductory activities; list of resources and materials needed; description of the instruction process; performance assessment methods and results; and comments. (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; *Functional Literacy; Adult Literacy; *Literacy Education; Community Colleges; School Business Relationship; *Competency Based Education; Partnerships in Education; Learning Activities; Behavioral Objectives; Curriculum Guides; *Communication Skills; *Language Skills; Lesson Plans; Classroom Techniques; Performance Based Assessment; English (Second Language); Vocational English (Second Language); Hispanic Americans; Spanish; Cultural Pluralism; Cultural Differences; Writing (Composition); Documentation; Conflict Resolution; Limited English Speaking

Types of Product

✖ Lesson plans	❑ Student workbook	❑ Video tape
❑ Teacher guide	❑ Audio tape	❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

✖ Native English speakers with limited basic skills

✖ Speakers with limited-English proficiency ❑ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ✖ Pronunciation
- ✖ Vocabulary
- ✖ Grammar

Interpersonal
- ✖ Working in a group
- ✖ Problem-solving
- ✖ Leadership
- ✖ Conflict resolution

Other
- ✖ Cultural sensitivity
- ❑ Customer service
- ❑ Personnel policies
- ✖ Quality standards and procedures

Teaching/learning methods reflect the following principles of good practice

__3__ Learners are involved in setting goals and choosing tasks

__2__ Teachers act primarily as guides and facilitators, not as information sources

__2__ Methods accommodate diversity in learning style and skill levels

__3__ Learners interact on team projects or small group collaboration

__3__ Learners receive regular, ongoing feedback on their progress

__3__ Learners are able to practice their new skills in job settings

__2__ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units ***appx. 80*** Expected time length of each unit ***1-2 hours***

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__3_ There are guides to assist instructional staff prepare for use of the materials

__3_ Overall instructional purposes, aims and/or goals are clear and significant

__3_ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3_ Contents are appropriate to accomplish the OCOs

__3_ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__3_ Materials include documents and devices that learners use on the job

__3_ Contents are clearly presented

__3_ Contents are sequenced from basic to more complex concepts

__3_ Terminology is explained and integrated

__3_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

Professional presentation of curriculum, user friendly and well designed. Course description and student outcome objectives clearly specified; instructional techniques highlighted.

At the end of the course curricula, there are summaries which give the background of the courses and what is expected of the companies, the learners, and the instructors. Also included are post-course evaluation summaries for the companies, learners, and instructors. Supplemental resource materials are suggested as part of the curriculum and bibliographies are included for additional reference.

Product: Workplace Training Project: Math Skills Curriculum Binder

Abstract

This document, which is intended for workplace trainers, contains materials for conducting five workplace mathematics courses that were developed through the Workplace Training Project, which was a partnership involving Lane Community College in Oregon and five area businesses. The five courses, which were developed by project staff based on the business partners' input regarding the mathematics skills required of employees at their specific work sites, were presented to 419 students. The course titles are as follows: basic math; fractions and measurement in the workplace; fractions/decimals/formulas in a workplace setting; calculators in the workplace; and geometry/algebra. The following materials are included for each course: course description; student outcome objectives; description of target student population; description of class environment; suggested instructional techniques; syllabus of course activities; learning activity sheets; student handouts; student worksheets; sample problems; and substantial bibliography. Each learning activity sheet contains the following: introductory activities; list of resources and materials needed; description of the instruction process; performance assessment methods and results; and comments. (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; *Functional Literacy; Adult Literacy; *Literacy Education; Numeracy; *Competency Based Education; *Mathematics Skills; Community Colleges; Two Year Colleges; School Business Relationship; *Partnerships in Education; Learning Activities; Behavioral Objectives; Curriculum Guides; Fractions; Algebra; Geometry; Calculators; Measurement Techniques; Basic Skills; Arithmetic; Mathematical Formulas; Lesson Plans; Classroom Techniques; Performance Based Assessment

Types of Product

- ✖ Lesson plans
- ❑ Student workbook
- ❑ Video tape
- ❑ Teacher guide
- ❑ Audio tape
- ❑ Computer software

Learners for Whom Materials Were Developed (*Check All that Apply*)

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials (*Check All that Apply*)

- ✖ Classroom, teacher guided
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ❑ Teacher materials
- ✖ Materials are work-based
- ❑ Other (please specify)

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ✖ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General

If manufacturing, please indicate products

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Mathematics

- ✖ Whole numbers
- ✖ Fractions
- ✖ Decimals
- ❑ Percentages
- ✖ Measurement, including metric
- ❑ Statistics
- ✖ Algebra
- ✖ Geometric concepts
- ✖ Formula
- ✖ Calculation

Teaching/learning methods reflect the following principles of good practice

__0__ Learners are involved in setting goals and choosing tasks

__2__ Teachers act primarily as guides and facilitators, not as information sources

__2__ Methods accommodate diversity in learning style and skill levels

__2__ Learners interact on team projects or small group collaboration

__2__ Learners receive regular, ongoing feedback on their progress

__3__ Learners are able to practice their new skills in job settings

__2__ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units ***Varies*** Expected time length of each unit (minutes) ***Varies***

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ❑ Yes ✖ No

Learning Materials

__3__ There are guides to assist instructional staff prepare for use of the materials

__3__ Overall instructional purposes, aims and/or goals are clear and significant

__3__ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3__ Contents are appropriate to accomplish the OCOs

__3_ Materials needed to achieve the OCOs are provided or readily available sources are recommended
__3_ Materials include documents and devices that learners use on the job
__3_ Contents are clearly presented
__3_ Contents are sequenced from basic to more complex concepts
__3_ Terminology is explained and integrated
__0_ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups
__3_ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3_ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
✖ No

Comments on overall strengths and/or weaknesses of this product:

Professional presentation of curriculum, user friendly and well designed. Course description and student outcome objectives are clearly specified and instructional techniques highlighted.

At the end of each course curriculum, there is a section where the instructor explains any difficulties encountered, for example, how to adapt curriculum to the workplace, and how they solved the problems. Also included is a post-course evaluation summary of the company, learners and instructors. Supplemental resource materials are suggested as part of the curriculum and bibliographies are included for additional reference.

Product: Workplace Training Project: VHS Videotape

Abstract

In recognition of the training needs arising from the decline of traditional industries in the Pacific Northwest, technological advancement, and a changing work force, Oregon's Lane Community College (LCC) and five area businesses--four manufacturing firms and a staffing service --formed a partnership called the Workplace Training Project. Worksite-specific training programs in

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mathematics, communication skills, English as a second language (for Hispanic workers), and Spanish and cultural diversity (for non-Hispanic workers) were developed under the oversight of site advisory teams consisting of employees, managers, and trainers. Training needs were identified through job task analyses, focus groups, and interviews with staff and workers. Trainers customized their courses to the specific work sites by conducting onsite visits during which they solicited general expectations from managers and lead workers and toured the worksite to identify the specific skills required of workers. Lead workers received training in interpersonal competence, conflict resolution, team building, and problem solving. A course titled Know Your Company explained the specific business's history and operation. Training schedules were devised to be sensitive to production deadlines and plant shift times. Business benefits from the project included increased worker productivity, product quality, and plant safety. Workers experienced personal and career benefits. (MN)

Descriptors: *Workplace Literacy; *Literacy Education; High School Equivalency Programs; *Program Development; *Mathematics Skills; *Communication Skills; *Partnerships in Education; School Business Relationship; English (Second Language); Vocational English (Second Language); Hispanic Americans; Spanish; Cultural Pluralism; Cultural Differences; Writing (Composition); Documentation; Conflict Resolution; Limited English Speaking

Types of Product

- ❑ Guidebook (planning)
- ❑ Recruitment materials
- ❑ Evaluation report
- ❑ Progress report
- ❑ Final report
- ✖ Other (please specify) ***Videotape used for publicizing the program***

Planning/Implementation

__3__ The needs of all stakeholders involved in the project were systematically assessed

__3__ The goals/objectives the project attempted to achieve are clearly stated

__2__ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__2__ The services provided by the project were aligned with the stated goals/ objectives of the project

__3__ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0__ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__2__ Planning and implementation reflect accepted principles of good practice

Evaluation

__2_ Information is provided on learners' satisfaction with their personal learning outcomes

__2_ Information is provided on learners' satisfaction with the teaching/learning methods used

__2_ Information is provided on changes in learners' skills

__2_ Information is provided on learners' application of their improved skills on the job

__2_ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed *(If no other objectives, enter NA.)*

Replicability

__0_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Well done video. Quality filming. Good overview of the need for workplace literacy and the Workplace Literacy Initiative. Gives a good description of employer partners with small companies that don't have resources to provide training. Explains step-by-step the process of setting up the program and the decisions made based on understanding of their employers and work requirements.

An interesting component of instruction is teaching English speakers Spanish at the same time Spanish speakers are being taught English.

Product: Workplace Training Project. Reduction of Error Rates at PW Pipe - Evaluation Report

Abstract

During the Workplace Training Project, workplace trainers from Oregon's Lane Community College (LCC) provided workplace math classes to employees of an area business, PW Pipe. The math training was designed to help employees increase their proficiency in math and thereby reduce production error rates. During the training, PW Pipe's employees learned problem-solving skills to improve their understanding of work-related math problems; reviewed and practiced basic whole number, fraction, and decimal computation skills; and solved everyday and work-related problems involving ratios and proportions. The error rates of 9 people who received the math training and 10 people who did not receive the training were compared over the period from July 1995 through August 1997 (except for 1 month during the period, for which data were missing). A significant reduction in total errors occurred between 1996 and 1997, with a marked

missing). A significant reduction in total errors occurred between 1996 and 1997, with a marked decrease beginning about October 1996. Despite a very positive trend line toward a reduction in error rates, the data did not suggest significant differences between those receiving training and those not receiving training. It was noted however, that the nontrainee group included staff with supervisory roles who only occasionally perform the tasks affected by the training. (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; *Literacy Education; Numeracy; *Mathematics Skills; Skill Development; *Education Work Relationship; *Job Performance; *Outcomes of Education; Comparative Analysis; Organizational Climate

Types of Product

- ❑ Guidebook (planning)
- ❑ Recruitment materials
- ✖ Evaluation report
- ❑ Progress report
- ❑ Final report

Planning/Implementation

__0_ The needs of all stakeholders involved in the project were systematically assessed

__2_ The goals/objectives the project attempted to achieve are clearly stated

__2_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__2_ The services provided by the project were aligned with the stated goals/ objectives of the project

__0_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

_NA_ Planning and implementation reflect accepted principles of good practice

Evaluation

_NA_ Information is provided on learners' satisfaction with their personal learning outcomes

_NA_ Information is provided on learners' satisfaction with the teaching/learning methods used

__3_ Information is provided on changes in learners' skills

__3_ Information is provided on learners' application of their improved skills on the job

__3_ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__2_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This report addresses the evaluation of one small aspect of the training: "To increase proficiency in mathematics and to reduce production error rates." The report presents the data on error rates focusing on calculation, omission, and transcription errors. The results are clearly presented in charts and narrative.

All of these products were reviewed by V. H. Denny.

Awardee: Orangeburg-Calhoun Technical College, Orangeburg, South Carolina

Product: Vision 2: Greater Employment Opportunities. Learning for Life Initiative. Implementation Model

Abstract

This document presents a model for implementing workplace literacy education that focuses on giving front-line workers or first-line workers basic skills instruction and an appreciation for lifelong learning. The introduction presents background information on the model, which was developed during a partnership between a technical college and an adult education center and two area businesses for the purpose of meeting each business's specific needs (prepare employees for technical changes in the workplace and interdepartmental cross-training; upgrade employees' basic communication and math skills; introduce employees to computer skills and team-building skills; and provide the remedial instruction workers need to attain to pursue additional education. The remainder of the document examines the following components of the model: needs assessment; curriculum development; recruitment and retention; and evaluation of the program on four levels (customer satisfaction, participants' learning gains, participants' behavior change; and the program's organizational impact). Appendixes constituting approximately 70% of the document contain the survey instruments, forms, interview schedules, and pretests/posttests developed for the project's needs assessment, curriculum development, and evaluation phases. Also included are a paper, "Learning Style Inventories: What Can They Tell Us about Developing Workplace Literacy Programs?" (Chris L. Walsh), and a resource list that contains 38 references. (MN)

Descriptors: *Models; Adult Learning; Adult Basic Education; *Workplace Literacy; *Literacy Education; Two Year Colleges; Technical Institutes; *Program Implementation; *Lifelong Learning; Remedial Instruction; Program Development; Needs Assessment; Recruitment; School Holding Power; Curriculum Development; Program Evaluation; Student Evaluation; Records (Forms); Questionnaires; Pretests Posttests; Cognitive Style; Outcomes of Education; Demography; Enrollment; Educational Research; Partnerships in Education; School Business Relationship; *Basic Skills; Individualized Instruction

Types of Product

- ❑ Guidebook (planning)
- ❑ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report
- ✖ Other (please specify) ***Implementation model***

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__3_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

__3_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

_NA_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__3_ Planning and implementation reflect accepted principles of good practice

Evaluation

_NA_ Information is provided on learners' satisfaction with their personal learning outcomes

_NA_ Information is provided on learners' satisfaction with the teaching/learning methods used

_NA_ Information is provided on changes in learners' skills

_NA_ Information is provided on learners' application of their improved skills on the job

_NA_ Desired workplace changes/improvements are assessed

Replicability

__3_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Helpful guidelines on how to implement a program.

Product: Vision 2: Greater Employment Opportunities. Learning for Life Initiative. Final Report

Abstract

During the Learning for Life Initiative, a technical college and an adult education center partnered with two area businesses to develop and deliver job-specific workplace literacy and basic skills training to both businesses' employees. Major activities of the initiative included the following: comprehensive staff development program for all project instructors, educational representatives, and business partners; initial assessment of both businesses' employees; job-specific literacy audits; development and delivery of an instructional curriculum including 35 classes and workshops (in topics such as conflict resolution, stress management, basic chemistry,

computer basics, job-related reading and mathematics, communication, business writing, technology on the job, independent study, and basic electricity); ongoing outreach activities; individual education plans for all project participants; continued employment and career advancement activities to boost productivity and/or upgrade workers' skills; ongoing supportive services to overcome barriers to program participation; and orientation and information sharing activities for all worksite supervisors. All project goals were met or exceeded. (Twenty-five tables/figures are included. Appendixes constituting approximately 70% of the document contain the following: needs assessment materials and results; recruitment and retention plan and materials; curriculum development materials; student, supervisor, and workshop evaluation forms and results; and learning styles research.) (MN)

Descriptors: *Lifelong Learning; Adult Learning; Adult Basic Education; *Workplace Literacy; *Literacy Education; Two Year Colleges; Technical Institutes; *Program Effectiveness; Program Development; Needs Assessment; Recruitment; School Holding Power; Curriculum Development; Program Evaluation; Student Evaluation; Records (Forms); Questionnaires; Pretests Posttests; Cognitive Style; Outcomes of Education; Demography; Enrollment; Educational Research; *Partnerships in Education; School Business Relationship; *Basic Skills; Individualized Instruction

Types of Product

- ❑ Guidebook (planning)
- ❑ Recruitment materials
- ❑ Evaluation report
- ❑ Progress report
- ✖ Final report

Planning/Implementation

__3__ The needs of all stakeholders involved in the project were systematically assessed

__3__ The goals/objectives the project attempted to achieve are clearly stated

__3__ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3__ The services provided by the project were aligned with the stated goals/objectives of the project

__2__ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

__0__ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__3__ Planning and implementation reflect accepted principles of good practice

Evaluation

__3_ Information is provided on learners' satisfaction with their personal learning outcomes

__3_ Information is provided on learners' satisfaction with the teaching/learning methods used

__3_ Information is provided on changes in learners' skills

__3_ Information is provided on learners' application of their improved skills on the job

__3_ Desired workplace changes/improvements are assessed

__3_ Other project objectives were assessed (*If no other objectives, enter NA.*)

Replicability

__2_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

A well developed final report. Samples of forms, assessments, and descriptions of procedures (for recruitment for example) would be helpful as a guide for other organizations.

These products were reviewed by V. H. Denny.

Awardee: Vermont Institute for Self Reliance, Rutland, Vermont

Product: Better Education Skills Training Program. Reflections: Teachers Talking to Teachers

Abstract

In this document, teachers involved in workplace education share their reflections on workplace education with other teachers. The preface provides background information about the Better Education Skills Training Program, which resulted in the document. The following topics are among those discussed throughout the document: the changing workplace (modern workplaces and their impact on workers' lives and the need for workers' education); program design (workers' educational needs and the mission of workplace teachers, ways of incorporating students' needs and choices into the curriculum, and students' motivations for participating in workplace education); beliefs and theories (teachers' beliefs and the curriculum, Gardner's theory of multiple intelligence, ways of encouraging students to make connections, metacognition, assessment practices); practices (helping learners learn, teaching problem-solving processes, teaching writing and reading with and without workplace materials, handling diverse needs in classrooms, incorporating Secretary's Commission on Achieving Necessary Skills into workplace education); and the business culture (information workplace educators need about the work organization, problems encountered in the organizational context, coordination of workplace education with existing training department efforts). Concluding the document is an annotated bibliography that lists 20 selected workplace literacy references. Comments from workplace education students and teachers are included throughout the document. (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; *Literacy Education; Adult Literacy; Functional Literacy; Educational Needs; Work Environment; Employment Patterns; Program Design; Educational Principles; Educational Theories; Adult Learning; Learning Processes; *Theory Practice Relationship; *Educational Practices; Teacher Attitudes; Teacher Developed Materials; Annotated Bibliographies; *School Business Relationship; *Education Work Relationship

Types of Product

- ❑ Guidebook (planning)
- ❑ Evaluation report
- ❑ Final report
- ❑ Recruitment materials
- ❑ Progress report
- ✖ Other (please specify) ***Public relations piece. Guide to teachers and educators, providing experiences based on program. General.***

Planning/Implementation

__3_ The needs of all stakeholders involved in the project were systematically assessed

__3_ The goals/objectives the project attempted to achieve are clearly stated

__3_ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

__3_ The services provided by the project were aligned with the stated goals/objectives of the project

__3_ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

_NA_ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

__3_ Planning and implementation reflect accepted principles of good practice

Evaluation

_NA_ Information is provided on learners' satisfaction with their personal learning outcomes

_NA_ Information is provided on learners' satisfaction with the teaching/learning methods used

_NA_ Information is provided on changes in learners' skills

_NA_ Information is provided on learners' application of their improved skills on the job

_NA_ Desired workplace changes/improvements are assessed

Replicability

__3_ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

This is an excellent overview of the BEST project: What they have learned that can be helpful to others as well as good explanations of different components of the learning process and workplace literacy in general.

Product: Better Education Skills Training Program: Workshops for Workers

Abstract

This document contains the materials for conducting 10 workplace education workshops that were developed to help work readiness and workplace educators throughout Vermont help adult learners develop the generative skills identified by Equipped for the Future and the Secretary's Commission on Achieving Necessary Skills. The document begins with an introductory section

for facilitators that contains the following: overview of the workshop structures; goals and evaluation forms; questions for facilitators; and workplace grant and staff information. The workshop topics are as follows: simple, strong business writing; better writing on word processors; coping with the challenges of change; communication on the telephone; techniques for boosting self-confidence; introductory medical terminology; stress management; techniques for improving memory; active reading; and speaking in a group. Some or all of the following materials are included for each workshop: workshop goals; list of workshop activities; suggested times; background materials for the facilitator (scenarios, background reading material, short assignments for participants wanting extra practice, and suggested resources); learning activity sheets; and handouts. Each learning activity sheet contains some or all of the following: objectives; suggested time, required materials; step-by-step instructions for conducting the activity; and key point(s). (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; *Literacy Education; Adult Literacy; Functional Literacy; *Workshops; Writing (Correspondence); Basic Skills; Word Processing; Business Correspondence; Telephone Usage Instruction; Change; Coping; Self Esteem; Medical Vocabulary; Stress Management; Memory; Reading Skills; Skill Development; Public Speaking; Learning Activities; Lesson Plans; Behavioral Objectives

Types of Product

- ✖ Lesson plans
- ✖ Teacher guide
- ❑ Student workbook
- ❑ Audio tape
- ❑ Video tape
- ❑ Computer software

Learners for Whom Materials Were Developed *(Check All that Apply)*

- ❑ Native English speakers with limited basic skills
- ❑ Speakers with limited-English proficiency
- ✖ Not specified

Intended Use for Teaching/Learning Materials *(Check All that Apply)*

- ✖ Classroom, teacher guided
- ❑ Teacher materials
- ❑ Take home, self-study
- ❑ Broadcast media, radio, TV
- ✖ Materials are work-based [***Mostly***, reviewer's comment]

Industry for Which Learning Materials Were Developed *(Check All That Apply)*

- ❑ Manufacturing
- ❑ Construction
- ❑ Finance/Insurance/ Real Estate
- ❑ Retail/wholesale sales
- ❑ Transportation/Utilities/ Communications
- ❑ Health Services
- ❑ Other Services
- ❑ Government (social service, education)
- ❑ General
- ❑ Other (please specify) ***Unspecified***

Skill and Knowledge Areas Included in Learning Materials *(Check All That Apply)*

Communications
- ✖ Listening
- ✖ Speaking
- ✖ Reading
- ✖ Writing
- ❑ Pronunciation
- ❑ Vocabulary
- ❑ Grammar

Interpersonal
- ✖ Working in a group
- ✖ Problem-solving
- ✖ Leadership
- ✖ Conflict resolution

Teaching/learning methods reflect the following principles of good practice

__2__ Learners are involved in setting goals and choosing tasks

__2__ Teachers act primarily as guides and facilitators, not as information sources

__2__ Methods accommodate diversity in learning style and skill levels

__2__ Learners interact on team projects or small group collaboration

__2__ Learners receive regular, ongoing feedback on their progress

__2__ Learners are able to practice their new skills in job settings

__2__ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

[***Flexible. Materials are presented in workshop format so teachers can make decisions about how to use.*** Reviewer's comment]

Handout materials are included ✖ Yes ❑ No

Overhead masters are included ✖ Yes ❑ No

Learning Materials

__3__ There are guides to assist instructional staff prepare for use of the materials

__3__ Overall instructional purposes, aims and/or goals are clear and significant

__3__ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

__3__ Contents are appropriate to accomplish the OCOs

__3__ Materials needed to achieve the OCOs are provided or readily available sources are recommended

__2__ Materials include documents and devices that learners use on the job

__3__ Contents are clearly presented

__2__ Contents are sequenced from basic to more complex concepts

__3__ Terminology is explained and integrated

__1__ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

__3__ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

__3__ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?
✖ Yes, ***If Yes→*** Is permission to use the copyrighted materials cited? ❑ Yes ❑ No
❑ No *[Some are]*

Comments on overall strengths and/or weaknesses of this product:

A well developed packet of materials. Although not 100% contextualized, many examples and applications are work-based. Since a modular, workshop format is used, activities could be included as an adjunct to more contextualized programs.

These products were reviewed by V. H. Denny.

Awardee: Washington State Board of Community and Technical Colleges, Spokane, Washington

Product: WINS: Workplace Improvement of Necessary Skills, Final Report

Abstract

The Workplace Improvement of Necessary Skills (WINS) project was initiated by a statewide coalition of Washington businesses and educational institutions to prepare workers in a number of high-performance workplaces to participate fully in their work environments. Together, the project's 11 sites served 872 participants. All project instructors participated in an initial 3-day orientation/training program, curriculum training, and midproject and final meetings. Site task forces developed site-specific recruitment strategies and identified competencies and validated instructional content with business partners. Most sites completed individual educational plans for all learners. Sites developed their own site-specific curricula, which included instruction in problem solving, critical thinking, communication, mathematics, reading, English as a second language, and computer skills. Instructors, coordinators, and business partners indicated that virtually all participants made significant progress. Most sites had strong assessment procedures (including pre- and posttests and supervisor evaluations) in place to document those gains. In addition, all sites were monitored by the project director and evaluated by external evaluators. The curriculum materials were formatted to make them usable by other instructors in other businesses, and an instructor module on basic skills in the workplace was developed. (Reports on all 11 project sites constitute approximately 75% of this document.) (MN)

Descriptors: *Workplace Literacy; Adult Basic Education; *Basic Skills; *Skill Development; Program Development; *Program Effectiveness; *Statewide Planning; *School Business Relationship; Education Work Relationship; Partnerships in Education; Educational Benefits; Two Year Colleges; Community Colleges

Types of Product

- ❑ Guidebook (planning)
- ❑ Recruitment materials
- ❑ Evaluation report
- ❑ Progress report
- ✖ Final report

Comments on overall strengths and/or weaknesses of this product:

A well written report that describes what happened and issues that emerge when one is trying to set up and run a workplace education program. The report includes useful case studies for individual sites. There are no data regarding gains and impacts at each site. The report explains the absence of data as due to the mixed nature of the types of skills taught, lack of follow-up from companies, and other factors.

This product was reviewed by Paul Jurmo.

Appendix A

Forms Used to Evaluate Products

Rating Scale for Learning Materials

Awardee _____

_____

Product _____

_____

Product Number _____

Overall Evaluation

This product should be included in the report as an exemplary product

❑ Yes ❑ No ❑ Undecided, product should have a second review

Types of Product

❑ Lesson plans
❑ Teacher guide
❑ Student workbook
❑ Audio tape
❑ Video tape
❑ Computer software
❑ Other (please specify) _____

_____

Learners for Whom Materials Were Developed (*Check All that Apply*)

❑ Native English speakers with limited basic skills
❑ Speakers with limited-English proficiency
❑ Not specified

Intended Use for Teaching/Learning Materials (*Check All that Apply*)

❑ Classroom, teacher guided
❑ Teacher materials
❑ Take home, self-study
❑ Broadcast media, radio, TV
❑ Materials are work-based
❑ Other (please specify) _____

Industry for Which Learning Materials Were Developed (*Check All That Apply*)

❑ Manufacturing
❑ Construction
❑ Finance/Insurance/ Real Estate
❑ Retail/wholesale sales
❑ Transportation/Utilities/ Communications
❑ Health Services
❑ Other Services
❑ Government (social service,education)
❑ General
❑ Other (please specify) _____

If manufacturing, please indicate products _____

_____

❑ Products not specified

Skill and Knowledge Areas Included in Learning Materials (*Check All That Apply*)

Communications
- ❑ Listening
- ❑ Speaking
- ❑ Reading
- ❑ Writing
- ❑ Pronunciation
- ❑ Vocabulary
- ❑ Grammar

Interpersonal
- ❑ Working in a group
- ❑ Problem-solving
- ❑ Leadership
- ❑ Conflict resolution

Mathematics
- ❑ Whole numbers
- ❑ Fractions
- ❑ Decimals
- ❑ Percentages
- ❑ Measurement, including metric
- ❑ Statistics
- ❑ Algebra
- ❑ Geometric concepts

Other
- ❑ Basic economic
- ❑ Blueprint reading
- ❑ Career planning
- ❑ Computer usage
- ❑ Corporate history and mission
- ❑ Cultural sensitivity
- ❑ Customer service
- ❑ Personnel policies
- ❑ Quality standards and procedures
- ❑ Research (finding information)
- ❑ Safety

❑ Other skills and knowledge (please specify) _____

_____

Please use the following scale to rate the product listed above.

0 = No, or impossible to determine from the information provided
1 = Yes, this criterion is reflected to a limited degree
2 = Yes, this criterion is fully reflected
3 = Yes, this product provides one of the best example of this criterion
NA = Not Applicable, this criterion does not apply to this product

Teaching/learning methods reflect the following principles of good practice

____ Learners are involved in setting goals and choosing tasks

____ Teachers act primarily as guides and facilitators, not as information sources

____ Methods accommodate diversity in learning style and skill levels

____ Learners interact on team projects or small group collaboration

____ Learners receive regular, ongoing feedback on their progress

____ Learners are able to practice their new skills in job settings

Please use the following scale to rate the product listed above.

0 = No, or impossible to determine from the information provided
1 = Yes, this criterion is reflected to a limited degree
2 = Yes, this criterion is fully reflected
3 = Yes, this product provides one of the best example of this criterion
NA = Not Applicable, this criterion does not apply to this product

Teaching/learning methods reflect the following principles of good practice, continued

____ Resource requirements are reasonable (time of learner, expertise required of instructor, cost, availability of expensive equipment, computers, etc.)

Number of lesson units _____ Expected time length of each unit (minutes)_____

Handout materials are included ❑ Yes ❑ No

Overhead masters are included ❑ Yes ❑ No

Learning Materials

____ There are guides to assist instructional staff prepare for use of the materials

____ Overall instructional purposes, aims and/or goals are clear and significant

____ Specific learner objectives/competencies/outcomes (OCOs) are appropriate for intended learners

____ Contents are appropriate to accomplish the OCOs

____ Materials needed to achieve the OCOs are provided or readily available sources are recommended

____ Materials include documents and devices that learners use on the job

____ Contents are clearly presented

____ Contents are sequenced from basic to more complex concepts

____ Terminology is explained and integrated

____ Contents incorporate the experiences, contributions, voices and perspectives of different ethnic/cultural/racial groups

____ Format promotes use (catchy title, eye appeal, type font, layout, and clear pictures and sound (if used)

Replicability

____ Methods are sufficiently developed or explained to allow successful replication

Copyright Restrictions

Is there any indication that copyrighted materials are included in the learning materials?

❑ Yes, ***If Yes***→Is permission to use the copyrighted materials cited? ❑ Yes ❑ No

❑ No

Comments on overall strengths and/or weaknesses of this product:

Reviewer _____ Date _____

Rating Scale for Materials Related to Planning and Evaluation of Project

Awardee _____

_____

Product _____

_____

Product Number _____

Overall Evaluation

This product should be included in the report as an exemplary product

❑ Yes ❑ No ❑ Undecided, product should have a second review

Types of Product

❑ Guidebook (planning) ❑ Evaluation report ❑ Final report
❑ Recruitment materials ❑ Progress report

❑ Other (please specify) _____

_____

Please use the following scale to rate the product listed above.

0 = No, or impossible to determine from the information provided
1 = Yes, this criterion is reflected to a limited degree
2 = Yes, this criterion is fully reflected
3 = Yes, this project provides one of the best example of this criterion
NA = Not Applicable, this criterion does not apply to this project

Planning/Implementation

❑ *If product has no information on planning/implementation, check here and skip these items*

____ The needs of all stakeholders involved in the project were systematically assessed

____ The goals/objectives the project attempted to achieve are clearly stated

____ The goals/objectives of the project relate to assessed needs and are expressed in term of outcomes to be achieved

____ The services provided by the project were aligned with the stated goals/ objectives of the project

Please use the following scale to rate the product listed above.

0 = No, or impossible to determine from the information provided
1 = Yes, this criterion is reflected to a limited degree
2 = Yes, this criterion is fully reflected
3 = Yes, this project provides one of the best example of this criterion
NA = Not Applicable, this criterion does not apply to this project

Planning/Implementation, continued

____ All significant stakeholders (management, supervisors, employees, and as appropriate, union representatives) were involved in planning

____ Instructional staff from outside the organization were provided with information about the organization and the individuals with whom they were to work

____ Planning and implementation reflect accepted principles of good practice

Evaluation

❑ *If product has no information on evaluation, check here and skip these items*

____ Information is provided on learners' satisfaction with their personal learning outcomes

____ Information is provided on learners' satisfaction with the teaching/learning methods used

____ Information is provided on changes in learners' skills

____ Information is provided on learners' application of their improved skills on the job

____ Desired workplace changes/improvements are assessed

____ Other project objectives were assessed (*If no other objectives, enter NA.*)

Briefly summarize other objectives:_____

_____

_____

_____

Replicability

____ Methods and materials could be used in other situations

Comments on overall strengths and/or weaknesses of this product:

Reviewer _____ Date _____

Appendix B

Additional Sources of Information

Additional Sources of Information

The following documents from the ERIC database are sources of additional information on developing and implementing workplace education programs.

ED415414 CE075639
The Benefits of Participating in Collaborative Committees.
Belfiore, Mary Ellen
ABC Canada, Toronto (Ontario). 1997
18p.
Available From: ABC Canada, 1450 Don Mills Road, Don Mills, Ontario M3B 2X7, Canada; telephone: 416-442-2292; fax: 416-442-2293; e-mail: abccanada@southam.ca
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: GENERAL REPORT (140)
Geographic Source: Canada; Ontario
Journal Announcement: RIEJUN98
A study was conducted to show the effect that participation in workplace committees has on committee members. The subjects were 34 members of Workplace Education Center (WEC) projects of ABC Canada who work on establishing and maintaining workplace literacy initiatives; they were interviewed by phone or in group discussions. The study found that, overall, committee members used their participation in this research as an opportunity to re-think important issues and refine further their approach to a collaborative process. For some members, the WEC committee work began a new way of thinking and acting on a number of workplace issues: literacy, job training, investigation of concerns, involvement of employees, the steps in project planning, and the sources and uses of power in organizations. Benefits to committee members included the following: increased knowledge about and skills for process and project work and working with others in a new style of teamwork, a boost of confidence, and an awareness of the issues that challenge an organization. Benefits to the organization included increased worker skills and a better attitude throughout the company. Challenges to the team members included the teamwork process, literacy issues, time and perseverance, and the roles and relationships of senior management. (KC)
Descriptors: Adult Basic Education; Adult Literacy; *Committees; *Cooperation; Employer Employee Relationship; Foreign Countries; *Literacy Education; Organizational Climate; Organizations (Groups); *Participative Decision Making; Professional Development; Quality of Working Life; *Teamwork; *Workplace Literacy Identifiers: *Canada

ED415401 CE075609
Addressing Literacy Needs at Work. A Profile of Institutions, Courses, and Workers in the National Workplace Literacy Partnerships.
Moore, Mary T.; Myers, David E.; Silva, Tim
Mathematica Policy Research, Washington, DC. 1997
170p.
Sponsoring Agency: Department of Education, Washington, DC. Planning and Evaluation Service.
Contract No: EA93024001
Report No: 8176-121
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: STATISTICAL MATERIAL (110); RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN98
Government: Federal
Descriptive data were collected on 45 workplace literacy partnerships during a national evaluation of the effectiveness of workplace literacy programs (WPL) funded by the National Workplace Literacy Program. Findings indicated the following: on average, partnerships consisted of 8 partners; about 60 percent were business or industry; 20 percent were education institutions; and fewer than 10 percent were unions. The most common activities partners engaged in were attending advisory meetings, monitoring program services, and recruiting learners. The most common reason for instituting a WPL program was to reduce errors and waste; the most common activity was providing instructional materials. Of 2,113 courses offered, 86 percent were held where participants worked; most were scheduled during normal work hours. The most common course emphasis was basic skills/literacy, with problem solving/reasoning and communication often incorporated. About 60 percent used a team- learning approach and workplace documents and displays. A wide range of assessment methods was reported. Course characteristics differed by employer and worker clientele. Instructors typically had numerous other responsibilities. About 37 percent of learners who completed at

BEST COPY AVAILABLE

least one course had been given more job responsibility and about 17 percent received a pay raise. About one-third reported their education or career goals changed; substantial percentages planned to take other courses. (Appendixes contain 15 references, data analysis and tables, and data forms.) (YLB)

Descriptors: Adult Education; Adult Literacy; Basic Skills; Evaluation Methods; Interpersonal Competence; *Labor Force Development; *Literacy Education; Outcomes of Education; Participant Satisfaction; *Partnerships in Education; Problem Solving; Program Effectiveness; Program Evaluation; School Business Relationship; Tables (Data); Unions; *Workplace Literacy

Identifiers: *National Workplace Literacy Program

ED414466 CE075394

Portfolio: A Tool for Self-Directed Learning at Work.

Lyons, Nona; Evans, Linda

1997

21p.; Paper presented at the Self-directed Learning: Past and Future Symposium (Montreal, Quebec, Canada, September 1997).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Maine

Journal Announcement: RIEMAY98

The Portfolio Project was conducted to promote lifelong, self-directed learning in the workplace. The project, which offered courses on basic skills, supervisory communications, and English as a second language, was initiated as a literacy demonstration project by the Casco Bay Partnership (CBP), which brought together government, educators, and several local businesses in Portland, Maine. The project was based on a portfolio process with four goals: authoring one's learning; documenting the evidence of learning and development; fostering reflective learning; and assessing one's own learning. After a review of the literature on portfolios, a portfolio process tailored to the workplace was developed. It was based on the following principles: make goals explicit for students; keep samples of student work; provide students with a folder or a notebook; build on routines already in place; be persistent in engaging students in reflection; conduct end-of-course portfolio presentations; and set new goals. Case studies of the process in use at three worksites (a producer of wood-boring tools, a manufacturing plant, and a food processing plant) confirmed the effectiveness of portfolios as a means of encouraging professional growth and development in the workplace. In the case studies, portfolios proved to be effective tools for both assessment and development. (MN)

Descriptors: Adult Basic Education; Case Studies; *Education Work Relationship; *Independent Study; *Lifelong Learning; Partnerships in Education; *Portfolio Assessment; Portfolios (Background Materials); Program Development; *Workplace Literacy

Identifiers: Maine (Portland)

ED414463 CE075383

Test Review: Workplace Assessment Tools = Examen de divers tests: Outils d'evaluation en milieu de travail.

Taylor, Maurice

National Literacy Secretariat, Ottawa (Ontario). 1997

102p.

Available From: National Literacy Secretariat, Human Resources Development Canada, Ottawa, Ontario K1A 1K5, Canada; phone: 819-953-5280.

EDRS Price - MF01/PC05 Plus Postage.

Language: English; French

Document Type: NON-CLASSROOM MATERIAL (055); MULTILINGUAL/BILINGUAL MATERIALS (171)

Geographic Source: Canada; Ontario

Journal Announcement: RIEMAY98

Government: Foreign

Target Audience: Practitioners; Teachers

This publication (in both English and French versions) on learner assessment in workplace literacy programs begins with a discourse on some dimensions of the testing question. It discusses three major approaches to assessment in the broader area of adult literacy that can shed light in the domain of workplace literacy: traditional, competency based, and profile. The categories of essential skills are described, as a general understanding of these different categories enhances decisions around what types of instruments to use. The categories are: traditional basic skills, thinking skills, teamwork, skills required for continuous learning, and computer skills. Next, the publication describes standardized tests (norm referenced and criterion referenced) and competency-based tests. The second part of the document discusses eight assessment tools that have been used in workplace programs: Tests of Adult Basic Education (TABE) Work-Related Foundation Skills; Tests of Applied Literacy Skills; Basic English Skills Test; Canadian Adult Achievement Test; Measurement, Reading, and Arithmetic; Wide Range Achievement Test 3; and Metric Skills Assessment. Each instrument is described in terms of the test content, the description of scores, and the test development process, along with the source's address and telephone number. (YLB)

Descriptors: Adult Basic Education; Adult Literacy; Basic Skills; Competency Based Education; *Criterion Referenced Tests; Foreign Countries; French; Job Skills; Job Training; Lifelong Learning; Literacy Education; *Minimum Competency Testing; *Norm Referenced Tests; Scores; Scoring; *Standardized Tests; Test Construction; Test Content; Test Reviews; *Test Selection; *Workplace Literacy

ED413515 CE075237
Changing Work, Changing Workers. Critical Perspectives on Language, Literacy, and Skills. SUNY Series: Literacy, Culture, and Learning.
Hull, Glynda, Ed.
1997
389p.
ISBN: 0-7914-3219-X
Available From: State University of New York Press, State University Plaza, Albany, NY 12246.
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR98
These 14 papers look at U.S. factories and workplace education programs to see what is expected of workers. "Hearing Other Voices" (Glynda Hull), argues alternate viewpoints are essential to create frameworks for understanding literacy in relation to work. "Discourses of Workplace Education" (Katherine Schultz) analyzes the discourse of new workplace literacy programs. "Pedagogical Innovation in a Workplace Literacy Program" (Judy Kalman, Kay M. Losey) focuses on accompanying difficulties. "'It Changed Something Inside of Me'" (Debby D'Amico, Emily Schnee) looks at a literacy program whose students had successful program experiences but did not find employment. "'Friends in the Kitchen'" (Sheryl Greenwood Gowen, Carol Bartlett) reports how domestic violence complicates women's efforts to increase their literacy skills. "Dick and Jane at Work" (W. Norton Grubb) examines the intersection of three concerns: New Vocationalism, literacy and illiteracy, and innovation in teaching. "'It's Not Your Skills, It's the Test'" (Marisa Castellano) explores how test-taking literacy acts as a roadblock to women's attempts to work in the skilled trades. "Widening the Narrowed Paths of Applied Communication" (Mark Jury) suggests an alternate view of communication as engaged linguistic activity and negotiated understanding. "Complicating the Concept of Skill Requirements" (Charles Darrah) argues that the concept is far from a "natural" category for analyzing work. "If Job Training is the Answer, What is the Question?" (Juliet Merrifield) shows job training did not make a big difference in subsequent employment of displaced women workers. "High Performance Work Talk" (Oren Ziv) argues that restructured workplaces require finely-tuned oral language abilities. "Nurses' Work, Women's Work" (Jenny Cook-Gumperz, Karolyn Hanna) explores the impact of new technologies on hospital nursing practice. "Finding Yourself in the Text" (David Jolliffe) offers a framework for analyzing workers' "identity formation" in workplace documents. "Teamwork and Literacy" (Sylvia Hart-Landsberg, Stephen Reder) illustrates how literacy practices evolve in tandem with the social settings of which they are a part. A contributors' list and index are appended. (YLB)
Descriptors: Adult Basic Education; Adult Literacy; Adult Vocational Education; *Dislocated Workers; Education Work Relationship; Educational Benefits; Educational Research; Family Violence; Females; Inplant Programs; *Job Skills; *Job Training; Labor Force Development; Language Skills; *Literacy Education; Nontraditional Occupations; *Organizational Change; Organizational Climate; Program Effectiveness; Teaching Methods; Work Environment; *Workplace Literacy

ED413451 CE075050
More than Money Can Say. The Impact of ESL and Literacy Training in the Australian Workplace. Volume I. The Executive Summary, the Findings and the Case Studies.
Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra. 1996
206p.; For volume II, see CE 075 051.
ISBN: 0-642-25060-X
Available From: Language Australia (Victorian Branch), level 9, 300 Flinders Street, Melbourne, Victoria 3000, Australia ($15 Australian for postage and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: Australia; Australian Capital Territory
Journal Announcement: RIEAPR98
Government: Foreign
A research project determined the impact of workplace language and literacy inclusive training (LLIT) on key aspects of the workplace in regard to the process of workplace change. Over 500 respondents in more than 30 different Australian workplaces representing 13 industries across 5 Australian states took part. The study developed and used five measuring instruments focusing on aspects of the workplace identified by interviewees as those in which training had the most impact: direct cost savings, access to

and acceptability of further training, participation in teams and meetings, promotion and job flexibility, and the value of training. Findings were as follows: the majority of respondents felt their workplace had made perceptible cost savings they linked directly to LLIT in their workplace; workplaces with available statistics or estimates showed LLIT programs increased participants' access to and acceptability of further training; LLIT increased greatly worker participation in teams and meetings; LLIT had a positive and considerable impact on improving worker flexibility in the workplace and had a strong bearing on the ability and willingness of workers to apply for promotion or to respond to workplace encouragement to do so; and LLIT had an emphatic impact on such workplace issues as worker morale, confidence to communicate, and management/"shopfloor" relations. (YLB)

Descriptors: Access to Education; Adult Basic Education; Adult Literacy; Basic Skills; Cost Effectiveness; Employee Attitudes; *English (Second Language); Foreign Countries; Inplant Programs; Integrated Curriculum; Job Skills; Job Training; *Language Skills; *Literacy Education; Participative Decision Making; Program Effectiveness; Promotion (Occupational); Second Language Instruction; Staff Development; Teamwork; *Workplace Literacy

Identifiers: *Australia; Flexibility (Job)

ED412340 CE074788

The Economic Benefits of Improving Literacy Skills in the Workplace.

Bloom, Michael; Burrows, Marie; Lafleur, Brenda; Squires, Robert

Conference Board of Canada, Ottawa (Ontario). 1997

23p.

Available From: Publications Information Center, Conference Board of Canada, 255 Smyth Road, Ottawa, Ontario K1H BM7, Canada; phone: 613-526-3280; fax: 613-526-5248; e-mail: pubsales@conferenceboard.ca

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: Canada; Ontario

Journal Announcement: RIEMAR98

A Canadian study explored the economic benefits of improving literacy skills in the workplace from the perspective of both employers and employees. The Conference Board identified and measured these benefits by conducting a survey of 40 employers, as well as by analyzing data gathered in the International Adult Literacy Survey. The study found that enhancing literacy skills in the workplace enables employers to improve the performance of their businesses in a wide variety of ways that strengthen the bottom line. Literacy skills enhancement also enables employees to attain greater success in the workplace. Emphasis has recently shifted from increasing productivity by investing in machines and equipment to investing in employee training, since investments in equipment have not resulted in as much productivity growth as needed to keep Canadians working and prospering. More highly skilled, literate people are the key to increasing productivity. At the same time, employees need to continuously acquire new skills to succeed in the modern workplace. Workers who acquire more skills have higher incomes, lower unemployment, more full-time work, and higher probability of receiving training. (KC)

Descriptors: Adults; *Cost Effectiveness; *Economic Development; *Educational Needs; *Employee Attitudes; Employees; *Employer Attitudes; Employment Practices; Foreign Countries; On the Job Training; *Workplace Literacy

Identifiers: *Canada

ED410429 CE074605

Critical Linkages. Factors That May Influence Companies' Readiness To Implement Workplace Training.

Johnson, Elaine P.

West Virginia Northern Community Coll., Wheeling. 1996

35p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEJAN98

Factors affecting companies' readiness to implement workplace training were identified through a survey completed by 50 selected partner companies of the 44 National Workplace Literacy grantees during 1995-1996. Selection of the business partners to whom the survey was administered was left to the grantees' discretion. A 25-item questionnaire called the Critical Linkages survey was used to collect information regarding the following: companies' products and services; the time from businesses' first contact with the workplace literacy organization to the beginning of their first literacy training; and factors associated with the early implementation of workplace literacy programs. Of the companies surveyed, 67% began initial workplace literacy training within 10 months of their initial contact with a workplace literacy organization. The following factors were associated with earlier implementation of workplace literacy training: large company; increasing work force (in the case of product manufacturers but not service deliverers); recent increase or decrease in profits or level of service; restructuring and new technology; previous experience

with workplace education programs; and company that values flexibility and worker autonomy. (Appended are the survey instrument, survey-related correspondence, a frequency distribution, and a data analysis.) (MN)
Descriptors: Adult Basic Education; Adult Literacy; Attitude Measures; *Early Intervention; *Education Work Relationship; *Educational Attitudes; *Employer Attitudes; Employment Practices; Influences; *Literacy Education; National Surveys; Organizational Change; Organizational Climate; School Business Relationship; Technological Advancement; *Workplace Literacy
Identifiers: Employer Surveys

ED409421 CE072234
Understanding Curriculum Development in the Workplace. A Resource for Educators.
Belfiore, Mary Ellen
ABC Canada, Toronto (Ontario). 1996
80p.
ISBN: 0-9699159-3-4
Available From: ABC Canada, 1450 Don Mills Road, Don Mills, Ontario M3B 2X7, Canada ($20 Canadian).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: Canada; Ontario
Journal Announcement: RIEDEC97
Target Audience: Practitioners; Teachers
This guide, which is intended for individuals responsible for designing and/or delivering workplace basic skills programs, explains the principles and procedures of curriculum development in the workplace. Discussed in chapter 1 is the importance of focusing on basic skills in workplace education and examining existing practices. Chapter 2 examines the cycle and principles of workplace curriculum development (collaborative practices and principles of good practice and adult education). Outlined in chapter 3 are the basic principles of conducting workplace needs assessments (including literacy task analyses and individual needs assessments). Chapter 4 details the steps in program design (developing and integrating curricula and setting objectives), and chapter 5 considers various aspects of the process of developing and using materials for the workplace (developing authentic materials and situations, structuring learning activities, developing integrated and content-based programs, formulating content-based models, and designing materials for multilevel groups. Checklists are included throughout the guide along with case studies on such topics as the following: integrated upgrading and training; study skills; coordination of workplace services in rural areas; performance-based training for new technologies; participatory curriculum design; and basic skills training for small businesses. Concluding the guide is a list of 74 suggested readings. (MN)
Descriptors: Adult Education; *Basic Skills; Case Studies; Check Lists; *Curriculum Development; Educational Needs; Educational Practices; Educational Principles; Foreign Countries; Labor Force Development; *Material Development; Models; *Needs Assessment; Program Design; *Workplace Literacy
Identifiers: *Canada

ED407879 FL801160
Workplace ESL Instruction: Interviews from the Field.
Burt, Miriam
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, D.C. 1997
59p.
Sponsoring Agency: Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: RR93002010
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: ERIC PRODUCT (071); RESEARCH REPORT (143)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT97
The report describes results of interviews with 18 workplace literacy education providers across the United States. Respondents include program directors, curriculum writers, teacher trainers, teachers, and consultants to programs serving a range of learners. An introductory section summarizes study methodology, workplace literacy program types, and issues and challenges identified. The second section describes five service provider partnership models and offers examples: (1) the workplace in partnership with an educational institution; (2) workplace-union partnership; (3) a business employing its own ESL teaching staff; (4) a private contractor offering educational services to business; and (5) a workplace offering programs in cooperation with a community-based organization. The third section discusses trends, challenges, and issues, and solutions encountered in the survey, including: securing funding; involving all partners; determining whether the program offers education or training; customizing the curriculum

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vs. developing generic competencies; demonstrating results; and developing a professional workforce to deliver instruction. An agenda for research is outlined in the fourth section; information needs include workplace skills and discourse, what works best in workplace education, and methods for assessing program outcomes, costs, and benefits. Contains 45 references. Several interview summaries are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: Agency Cooperation; Cost Effectiveness; Curriculum Design; Educational Needs; Financial Support; Inplant Programs; Instructional Effectiveness; Job Skills; Language Role; Language Usage; Literacy Education; Program Design; Program Evaluation; *School Business Relationship; Second Language Instruction; *Second Language Programs; Teacher Education; *Vocational English (Second Language); *Workplace Literacy

ED407876 FL801155
Assessing Workplace Performance Problems: A Checklist.
Westerfield, Kay; Burt, Miriam
Center for Applied Linguistics, Washington, D.C. May 1996
4p.; A publication of the Project in Adult Immigrant Education.
Sponsoring Agency: Andrew W. Mellon Foundation, New York, N.Y.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT97

A framework used in business training for assessing workplace performance problems and suggesting solutions is a useful tool for providers of English-as-a-Second- Language (ESL) workplace language programs to determine what they can and can not provide, and how to provide services cost-effectively. The first step is to determine the performance discrepancy (difference between what is being done and what should be done) and whether it results from skill deficiency. If a skill deficiency exists, it should be decided whether (1) the worker could perform the task in the past, (2) the skill is used often, (3) there is a simpler solution, and (4) the worker has the ability to do the task. When a skill deficiency does not exist, assessment should focus on whether (1) the desired performance is punishing in some way, (2) there are obstacles to performing, (3) performance is valued. At this point, one or more solutions may have been identified, and the final step is to determine which is most feasible within that context. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Descriptors: Educational Needs; English (Second Language); *Evaluation Criteria; *Job Skills; *Language Skills; *Limited English Speaking; Literacy Education; *Personnel Evaluation; *Workplace Literacy

ED404573 CE073659
Workplace Education: The Changing Landscape.
Taylor, Maurice C., Ed.
1997
413p.
ISBN: 0-921472-28-5
Available From: Culture Concepts, Inc., Publishers, 69 Ashmount Crescent, Toronto, Ontario, M9R 1C9, Canada; telephone: 416-245-8119; fax: 416-245-3383 (U.S. $29.75, Canadian $35 plus shipping).
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010)
Geographic Source: Canada; Ontario
Journal Announcement: RIEJUL97

The 23 chapters of this book are as follows: "A Framework for Developing Partnerships" (Wendy M. Doughty); "Partnership Building in Nova Scotia" (Marjorie Davison, Paul Temple); "What Makes a Successful Workplace Education Partnership?" (Rob Despins et al.); "Building Linkages in Large Organizations: The Syncrude Canada Ltd. Experience" (Lloyd Campbell, Carolyn Dieleman); "Training for Employability and Citizenship: Making An Essential Linkage" (Janet Dassinger); "Towards a Framework of Good Practice" (Nancy Steel et al.); "Redesigning Training in Auto Parts: From First Principles to Integrated Curriculum and Interactive Classrooms" (Lynn Brophy, David Robertson); "Retaining Workplace Instructors: Issues of Recruitment, Training, and Support" (Karen Bennett); "Instructor Empowerment in the Ontario Federation of Labour's Best Project" (Jean Connon Unda, Sandra Clifford); "Workplace Literacy: The Road to Quality Improvement" (Diane Young, John Young); "Workplace Learning Programs in the Changing 1990s" (Stephanie MacKenzie); "The Learning Centre Model for Workplace Program Delivery" (Julian Evetts, Conrad Murphy); "The Role of Mentorship in the Workplace" (Ann Haney); "Entrepreneurial Educators: Thinking Like a Business" (Lynda Fownes); "The Importance of Educational Climate in a Native Employment Preparation Program" (Paulette C. Tremblay); "Integrating Workplace Basic Skills: The UK Experience" (Linda Shohet); "Considering Context in Workplace Programs" (Tracy A. Defoe); "The Development of Occupational Essential Skills Profiles" (Debra L. Mair); "Developing a Pre-Employment Test for the Workplace" (Robin Millar); "Analyzing Workplace Literacy Skills: Lessons from the Front" (Janis

McKeag); "Prior Learning Assessment" (Robert E. Tourangeau); "Literacy Portfolio Development and Its Application in the Workplace" (Maurice C. Taylor); and "Strengthening Labour Roles in Basic Skills Programming" (Graham H. Dowdell). The epilogue is "Reflections on Workplace Education and Learning" (Glenda Lewe). (YLB)

Descriptors: Adult Basic Education; Adult Literacy; *Basic Skills; Cooperative Education; Developed Nations; Education Work Relationship; Employment Potential; Evaluation Methods; Foreign Countries; Inplant Programs; *Job Skills; Partnerships in Education; Program Implementation; School Business Relationship; School Community Relationship; *Vocational Evaluation; *Workplace Literacy

Identifiers: *Canada

ED404443 CE073343

An Annotated Bibliography of Workplace Basic Education Resources and Readings--1996 Update.

Tout, Dave; And Others

National Languages and Literacy Inst. of Australia, Melbourne. Adult Education Resource and Information Service. 1996

58p.; Update of ED 374 241.

Sponsoring Agency: Adult, Community, and Further Education Board, Melbourne (Australia).

ISBN: 1-875578-68-4

Available From: Adult Education Resource and Information Service, Language Australia, GPO Box 372F, Melbourne, Victoria 3001, Australia.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: Australia; Victoria

Journal Announcement: RIEJUL97

Government: Foreign

This annotated bibliography contains 421 resources and readings related to workplace basic education. The resources/readings, which are subdivided into two sections based on publication type, examine various aspects of adult basic and literacy education, specific workplace-based education and training, employment, and/or vocational education, including the following: competency-based training; information networks in vocational education/training; mentoring; research in adult and vocational education; women's education; program administration; adult community education; English as a second language, program accreditation; action learning; student assessment; unions; and training partnerships. Section 1 contains citations of 115 books, handbooks, reports, pamphlets, and audiovisual materials. Each citation contains the document's title, author, ISBN number, publisher, and place/year of publication, as well as a brief abstract containing some or all of the following: the document's purpose and/or intended audience, major topics discussed, any special features included (such as models and examples), and highlights of major findings presented. The resources are also listed by author. Section 2 contains a list of 306 journal readings. All entries are listed by title and also include the name, volume, issue number, and date of the journal in which the reading is located. Concluding the document is an author listing of the journal readings. (MN)

Descriptors: Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Community Education; Competency Based Education; *Educational Practices; Employment; English (Second Language); Foreign Countries; *Literacy Education; Partnerships in Education; Program Development; Program Implementation; Student Evaluation; Training Methods; *Vocational Education; Womens Education; *Workplace Literacy

Identifiers: *Australia

ED402444 CE073083

State-Level Policy for Workplace Basic Education: What Advocates Are Saying.

Jurmo, Paul

Oct 1996

59p.

Sponsoring Agency: National Inst. for Literacy, Washington, DC.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEMAY97

A study determined how workplace basic education could be factored into state-level planning by collecting information from 41 individuals representing adult educators, state policy developers, union representatives, and employers in 26 states; 4 focus groups; and a document review. Findings indicated that, despite significant previous experience within and across states in providing basic education services for incumbent workers and a major thrust in state policy toward work force preparation, state-level work force development planners gave basic education low priority. Advocates for investment in workplace basic education cited these

reasons for the lack of attention to the issue: external pressures on decision makers in the private and public sectors and problems with stakeholder groups. They identified the following elements of good policy: based on careful, comprehensive assessment; links workplace basic skills activities to other work force development; ensures the readiness of workplace education providers, employers, and unions; facilitates investment by employers, unions, and workers; requires accountability; and promotes collaboration at state and local levels. Guidelines for advocates were established: make advocacy a priority; build a core constituency; create an efficient communications network; clarify needs and resources; prepare recommendations and present a strategy to policy makers; and follow up and persevere. (Appendixes contain sources interviewed, states represented, and documents reviewed.) (YLB)

Descriptors: *Adult Basic Education; Adult Literacy; *Basic Skills; *Educational Policy; Government School Relationship; Literacy Education; Policy Formation; *State Government; *Statewide Planning; *Workplace Literacy

ED400454 CE072837
The Economic Payoffs to Workplace Literacy. Upjohn Institute Staff Working Paper 93-21.
Hollenbeck, Kevin
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich. Aug 1993
24p.
Sponsoring Agency: Central Michigan Univ., Mount Pleasant. Literacy Resource Center.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEMAR97

Although a substantial literature has addressed workplace literacy programs, only two studies have attempted to evaluate rigorously the economic benefits to workplace education. A multivariate model has been suggested that provides evidence about the productivity impacts of participation in a workplace literacy program. The data used in this paper come from two national surveys of individuals--the National Household Education Survey (NHES) and the Current Population Survey (CPS). The two data sources disagree to some extent with respect to their characterizations of the sex and ethnicity of program participants, but agree in regard to the education and household income characteristics. Both data sets show the manufacturing sector is overrepresented and the retail trade and service sector is underrepresented among participants. The majority of NHES respondents indicated that the literacy program included professional development or technical/skilled worker training. About one-third of courses met requirements toward a degree. A little over 40 percent of CPS respondents indicated the training was formal schooling. The largest share of providers for both CPS and NHES were two-year community colleges or technical institutes and about half of attendees reported employers paid, at least partially, for training. Data analyses result in estimates of marginal impacts of 11-17 percent increases in earnings but also show these impacts are not evenly distributed among program participants. (YLB)

Descriptors: Adult Basic Education; Basic Skills; *Economic Impact; Educational Research; *Employment Patterns; Job Skills; Labor Force Development; *Literacy Education; Productivity; Tenure; *Wages; *Workplace Literacy

ED397423 CS215363
Changing Work, Changing Literacy? A Study of Skill Requirements and Development in a Traditional and Restructured Workplace. Final Report.
Hull, Glynda; And Others
National Center for the Study of Writing and Literacy, Berkeley, CA.; National Center for the Study of Writing and Literacy, Pittsburgh, PA. Feb 1996
323p.; Project also funded by the National Center for Research in Vocational Education.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: R117G10036
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC96

A study (1) identified in ethnographic detail the literacy-related skills that are required in today's changing workplaces; (2) compared the literacy requirements of "high performance" workplaces with more traditionally organized ones; and (3) constructed innovative ways to introduce educators to the changing skill demands of work. The 3-year project studied circuit board assembly or "contract manufacturing" in the Silicon Valley, a rapidly growing and highly competitive part of the electronics industry. The varied functions that reading and writing served in such work environments were identified, and the ways in which industry standards and work organization, such as self-directed work teams, affect literacy requirements for a range of workers at individual companies were documented. How literacy requirements varied in these factories were determined, given different types of work organization; and the constraints that companies themselves exerted in the exercise of literate abilities were identified. A

multimedia data base (a computer-base compendium of video from the factory floors; audiotaped interviews with line workers, engineers, and managers; examples of written documents and schematic diagrams and other data--is being built and field-tested which can be used to introduce vocational and literacy educators, in dynamic fashion, to the literacy requirements of changing workplaces. (Contains 16 figures, 1 table of data, 8 notes, and 81 references. The 17 appendixes present log reports and procedures, transcripts, meta-categories worksheets and frequencies, and taxonomies of team activities and classroom activities.) (Author/RS)

Descriptors: Ethnography; Higher Education; *Literacy; Organizational Climate; *Reading Skills; Work Environment; *Workplace Literacy; *Writing Skills Identifiers: *Reading Uses; Silicon Valley; *Writing Contexts

ED397233 CE071993

What Works? Literacy Training in the Workplace. Participant Packet.

National Center on Adult Literacy, Philadelphia, PA. Apr 1995

40p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No: R117Q00003

Available From: National Center on Adult Literacy, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. PR95-01).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEDEC96

This document, which was developed for participants in a videoconference on literacy training in the workplace, contains information and resources designed to help literacy trainers improve their workplace literacy programs. Presented in the introductory section are a videoconference evaluation form, list of videoconference sponsors, and videoconference agenda. The first third of the document, which is devoted to workplace literacy issues, contains the following: facts from case studies of four successful workplace literacy programs; outline of workplace literacy issues to be addressed; statistical information regarding how much workplace literacy training is occurring; comparison of traditional and high-performance work organizations; summary of the Secretary's Commission on Achieving Necessary Skills report; and discussion of skills standards for the workplace. The second third of the document consists of a 50-item annotated bibliography of resource materials for/about workplace literacy training and a 9-item annotated bibliography of resource organizations concerned with workplace literacy. The final third of the document is an annotated bibliography of 10 electronic online resources for workplace literacy (electronic mail-based systems, gopher servers, and Internet service providers). (MN)

Descriptors: Academic Standards; Adult Basic Education; Adult Education; Adult Educators; Annotated Bibliographies; Case Studies; *Computer Uses in Education; Consortia; *Educational Practices; Electronic Mail; *Industrial Training; Information Sources; Internet; *Literacy Education; Online Systems; Professional Development; Resource Materials; Teleconferencing; *Workplace Literacy

Identifiers: Secretarys Comm on Achieving Necessary Skills; Video Teleconferencing

ED397230 CE071990

The Impact of Workplace Literacy Programs: A New Model for Evaluating the Impact of Workplace Literacy Programs.

Mikulecky, Larry; Lloyd, Paul

National Center on Adult Literacy, Philadelphia, PA. Feb 1993 163p.; For related documents, see ED 348 579 and ED 387 677.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No: R117Q00003

Report No: NCAL-TR-93-2

Available From: National Center on Adult Literacy, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR93-2).

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEDEC96

Research has shown that an effective assessment of workplace literacy programs requires both formative and summative evaluations. Workplace literacy program impact is best measured using a mixture of standard assessment tests and custom-designed instruments. A broader conception of adult literacy learning can be assessed by using interviews and questionnaires to gather information about learner literacy beliefs, practices, processes, and plans. In assessing the effects of workplace programs on workers' families, five factors have been identified: parents' socioeconomic status; educational level; aspirations for their child's education; ability to model literacy practices; and encouragement of literacy practices with their

children. To assess the impact of a workplace literacy program on employer objectives, measures of productivity--company records, employee interviews and questionnaires, and supervisor ratings--should be taken before and after training. Parallel studies of two workplace programs implemented an impact assessment model. Findings demonstrated that onsite personnel could perform a broad-scale assessment of workplace literacy programs with reasonable time frames, using interviews, tests, questionnaires, rating scales, and company records. Positive improvements in each area of the assessment model--beliefs, practices, processes and abilities, plans, productivity, and family literacy--were demonstrated. (Appendices include a 79-item bibliography and evaluation instruments.) (YLB)

Descriptors: Adult Basic Education; Basic Skills; *Evaluation Methods; *Formative Evaluation; Job Skills; Literacy Education; Program Effectiveness; Program Evaluation; *Summative Evaluation; *Workplace Literacy

ED396086 CE070663
Key Issues for Workplace Literacy Educators.
Mikulecky, Larry; And Others
Indiana Univ., Bloomington. School of Education. 1995
32p.
Sponsoring Agency: National Center on Adult Literacy, Philadelphia, PA.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Indiana
Journal Announcement: RIENOV96

The research on workplace literacy programs during the past two decades has revealed a great deal about the requisites for successful workplace literacy programs. The following have been identified as characteristics of effective workplace literacy programs: active involvement by all project partners; employee involvement in the early stages of planning; systematic analysis of jobs and related literacy skills; linkage of instructional exercises and day-today work activities, provision of adequate practice time; and ongoing staff development. Including a mix of learner- centered and workplace-centered goals and providing adequate monetary, job-related, and learner support incentives have been demonstrated to be critical to ensuring employer and employee support of workplace literacy programs. A trend toward programs with less emphasis on improving the productivity of a particular workplace and more emphasis on providing general work force education has been established, and the importance of formulating reasonable program and learner goals and matching assessment to instruction has been documented. Studies have also confirmed that the most successful workplace literacy programs are fully integrated programs that use multiple strands to address learner and workplace needs, provide continuing educational experiences, and make extensive use of custom-designed instruction based on analysis of critical job tasks. (Contains 58 references.) (MN)

Descriptors: Adult Basic Education; *Adult Literacy; Educational Cooperation; *Educational Objectives; *Educational Practices; *Literacy Education; *Program Development; *Program Effectiveness; School Business Relationship; Student Evaluation; Teaching Methods; *Workplace Literacy

ED396085 CE070662
Effective Workplace Literacy Programs: A Guide for Policymakers.
Mikulecky, Larry; Lloyd, Paul
Indiana Univ., Bloomington. School of Education. 1995
27p.
Sponsoring Agency: National Center on Adult Literacy, Philadelphia, PA.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Indiana
Journal Announcement: RIENOV96
Target Audience: Policymakers

This policymakers' guide examines considerations in developing policies regarding the development and evaluation of workplace literacy programs for seven targeted worker groups that have been especially adversely affected by recent demographic and economic changes. Section 1 presents considerations and recommendations for developing workplace literacy programs targeted toward the following groups of workers: individuals requiring specialized skills training for high-performance workplaces; displaced manufacturing workers requiring retraining in service job skills; temporary and part-time workers; employees of small businesses; individuals in need of the training provided in general work force development programs; workers with little English proficiency; and individuals in nonexportable jobs. Each subsection includes a brief list of suggestions for further reading. Presented in section 2 are the following: list of indicators of likely program success, summary of research findings regarding constraints that can limit workplace literacy programs' effectiveness, and list of characteristics of effective workplace literacy programs. Section 3 begins with an overview of the current situation regarding support and funding for workplace literacy programs and summarizes policy

suggestions for the following policymaker groups: federal and state governments, community educators, and businesses and unions. Contains 42 references. (MN)

Descriptors: Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Dislocated Workers; *Educational Policy; Educational Practices; *Evaluation Methods; Formative Evaluation; Labor Force Development; Limited English Speaking; *Literacy Education; Part Time Employment; Policy Formation; Program Development; *Program Evaluation; Retraining; Service Occupations; Small Businesses; Summative Evaluation; Task Analysis; *Workplace Literacy

Identifiers: High Performance Work Organizations; Temporary Employment

ED396084 CE070660

Assessment Approaches and Impact Results in Workplace Literacy Programs.

Mikulecky, Larry; And Others

Indiana Univ., Bloomington. School of Education. 1995

29p.

Sponsoring Agency: National Center on Adult Literacy, Philadelphia, PA.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Indiana

Journal Announcement: RIENOV96

Employers, unions, and government agencies are placing increasing emphasis on evaluation of workplace literacy programs. Because workplace literacy programs are generally short, focused on workplace-specific literacy tasks, and small, the standardized tests that have traditionally been used to assess school programs are inappropriate for evaluating them. Rigorous evaluation of workplace literacy programs is still relatively rare. A few programs have demonstrated that systematic evaluation of workplace literacy programs is possible and beneficial in improving programs and providing evidence of program effectiveness in support of requests for continued funding/expansion. The most effective approach to program evaluation is a systems approach in which formative and summative evaluation are combined and literacy task analysis is used to custom-design assessment measures. A refined model for evaluating workplace literacy programs has been developed that defines literacy broadly and that calls for assessing not only improved performance with a variety of literacy tasks but also literacy-related changes in lifestyle and in learners' self- perceptions and aspirations. A workplace literacy program's impact on job productivity can be measured in several ways, including by gathering information on individual employees and teams and by conducting job-related performance ratings. (Contains 27 references.) (MN)

Descriptors: Adult Basic Education; *Adult Literacy; Data Collection; *Evaluation Criteria; Information Sources; *Literacy Education; Program Evaluation; *Systems Approach; *Workplace Literacy

ED393968 CE071244

A Review of Recent Workplace Literacy Programs and a Projection of Future Challenges.

Mikulecky, Larry; And Others

National Center on Adult Literacy, Philadelphia, PA. Apr 1996 53p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No: R117Q00003

Report No: NCAL-TR-96.04

Available From: National Center on Adult Literacy, University of Pennsylvania, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR96-04).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIESEP96

The state of workplace literacy in the United States was reviewed, and future challenges facing workplace literacy programs given projected economic and demographic changes were examined. First, statistical information from 121 workplace literacy program reports entered into the ERIC database between 1990 and 1993 was synthesized in an analysis of the following: program organization and target clientele, program goals, curriculum and materials, and program complexity. Next, selected workplace literacy programs were profiled in the context of existing policy guidelines for federally funded workplace literacy programs. Special emphasis was placed on curriculum approaches, commitment of school and business partners, and program evaluation methods. The implications of demographic and national/global economic trends economies for the provision of workplace literacy programs were analyzed. Finally, the following promising new developments in workplace literacy programs were described: pay for knowledge, multiple employer and union activities within industries, and increased state-level support and diversification of basic skills provision for the work force. Among the study's main conclusions were the following: partnerships are integral to program

success, programs must emphasize continuing lifelong learning in rich educational environments, and more attention must be paid to program evaluation. (Contains 89 references.) (MN)

Descriptors: Adult Basic Education; *Adult Literacy; Curriculum; Demography; Economic Change; Educational Needs; *Educational Objectives; Educational Policy; *Educational Practices; *Educational Trends; *Education Work Relationship; Evaluation Methods; Futures (of Society); Guidelines; *Literacy Education; Literature Reviews; Partnerships in Education; Program Evaluation; School Business Relationship; State Federal Aid; State of the Art Reviews; Trend Analysis; *Workplace Literacy

ED393967 CE071240
Developing and Evaluating Workplace Literacy Programs: A Handbook for Practitioners and Trainers.
Mikulecky, Larry; And Others
National Center on Adult Literacy, Philadelphia, PA. 1995 126p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: R117Q00003
Report No: NCAL-PG-96-01
Available From: National Center on Adult Literacy, University of Pennsylvania, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. PG96-01).
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIESEP96
Target Audience: Practitioners

This handbook, which is intended for workplace literacy practitioners and trainers, examines how to develop and evaluate workplace literacy. Discussed in chapter 1 are the following: current practices in workplace literacy programs, literacy demands on workers and ways of addressing them through workplace education programs, and the importance of long-term education and custom-designed instruction. Chapter 2 details the following steps in the process of planning a workplace literacy program: establishing a planning group, analyzing the need for education, locating funding sources, and gaining management and employee support. Examined in chapter 3 is the process of conducting a literacy task analysis and using the findings to design curriculum materials relevant to learners' jobs. Suggestions are provided for customizing a curriculum and supplementing it with suitable off-the-shelf materials and job aids and for recruiting learners to a workplace literacy program. In chapter 4, the process of evaluating a workplace literacy program from the perspectives of formative and summative evaluations is explained. Contains a 10-item annotated bibliography of further resources and a 36-item reference list are included. Appended are 46 overhead transparency masters that provide a broad outline summary of each chapter. (MN)

Descriptors: Adult Basic Education; *Adult Literacy; Annotated Bibliographies; *Educational Practices; *Evaluation Methods; Formative Evaluation; *Literacy Education; Program Development; Program Evaluation; Summative Evaluation; Task Analysis; *Workplace Literacy

ED393013 CE071243
Evaluation of Workplace Literacy Programs. A Profile of Effective Instructional Practices.
Mikulecky, Larry; Lloyd, Paul
National Center on Adult Literacy, Philadelphia, PA. Apr 1996 57p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: R117Q00003
Report No: NCAL-TR-96-03
Available From: National Center on Adult Literacy, University of Pennsylvania, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR96-03).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEAUG96

A study of 10 groups of learners in workplace literacy programs at 6 companies was used to develop and refine a data-based model for evaluating workplace literacy programs. The learners (n=181) completed pre- and post-assessments. In a structured one-on-one interview, information was gathered on learners' beliefs about literacy and their own literacy effectiveness. The interviews also focused on literacy practices and learners' plans for 1, 5, and 10 years ahead. To measure job-specific literacy processes and abilities, all site coordinators participated in the development of job-related scenarios based on workplace reading materials. They also provided information about curriculum and classroom practices. An analysis of the aggregated results compared curriculum and classroom practice with the impact of each program and used analysis of variance to determine which

program practices lead to success and in what areas. The programs were most effective at improving learners' literacy performance, literacy strategies and processes, and learners' beliefs and plans related to literacy. The analysis of variance allowed development of a data- driven profile of thresholds for effective program practices. This profile suggests that these gains are linked to an environment intense with the use of workplace reading and writing materials, and providing regular discussion and feedback to learners' literacy processes, beliefs about personal literacy effectiveness, and future educational plans. Appendixes include a list of 17 references, list of course characteristics, learner results, and instruments used to gather learner data. (YLB)
Descriptors: Adult Education; Adult Literacy; Educational Research; *Literacy Education; Program Effectiveness; Program Evaluation; Student Attitudes; *Workplace Literacy

ED392991 CE071190
Transfer beyond Workplace Literacy Classes: Twelve Case Studies and a Model.
Mikulecky, Larry; And Others
3 Feb 1996
36p.; Paper presented at the International Reading Association Conference on Adolescent and Adult Literacy (Washington, DC, February 3, 1996).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEAUG96
Twelve case studies of learners in workplace literacy programs at cosmetics and medical instruments firms and a municipal services department were conducted to identify key elements related to broad transfer of the skills learned in the classes to life outside the classroom. A general model of the factors (instructional elements, learner predispositions, and perceived external demands and opportunities) likely to influence transfer of learning was constructed from previous research and was used to gather information through the following activities: classroom observations; analyses of assignments and materials; learners' weekly practice reports; and interviews with learners and their teachers, family members, and coworkers. Data were gathered regarding 25-30 hours of instruction occurring over 6- 10 weeks. Of the 12 learners studied, 5 exhibited high degrees of change in their behavior in their jobs and with their families as a result of participation in workplace literacy training; 3 exhibited moderate degrees of change; and 4 exhibited low degrees of change. The following factors were associated with high degrees of change: at least one clear learning goal; perception of high daily literacy demands; positive rapport with instructor; and clearly perceived links between instruction and daily applications. (Contains 15 references.) (MN)
Descriptors: Adult Basic Education; Case Studies; *Literacy Education; Models; *Outcomes of Education; *Performance Factors; *Transfer of Training; *Workplace Literacy

ED392935 CE071069
Making Training Connections: Integrating Workplace Education in Small Businesses.
Lopez-Valadez, Jeanne; And Others
Northern Illinois Univ., De Kalb. May 1995
118p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Contract No: VN93014001
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAUG96
Target Audience: Practitioners
This handbook is designed for individuals responsible for planning employee education, technical training, and other human resource development services in a workplace setting, especially in small business. It provides information on integrating basic education activities with technical training and organizational change activities to enable all employees to participate actively in the improvement of productivity and quality of work life. Each of the seven chapters is organized around a question--an issue, problem, or challenge that workplace educators must deal with in order to link basic education with technical training and organizational change. Chapters cover the following: (1) from basic skills to integrated learning; (2) the changing role of the workplace educator; (3) marketing comprehensive services; (4) collaboration through a team approach; (5) clarifying organizational and individual needs; (6) creating multiple learning opportunities; and (7) evaluation for continuous improvement. Each chapter contains an introduction, self- study questions, informative material, summary, and suggested self-review. Appendixes include the following: a list of 53 suggested readings, annotated lists of 11 workplace education handbooks and 38 workplace literacy curricula, list of 6 bibliographies of instructional material, list of clearinghouses and national centers, list of centers in the National Network

for Curriculum Coordination in Vocational and Technical Education, list of National Association of Industry Specific Training Directors, and agencies involved in National Skill Standards Projects. (YLB)
Descriptors: Adult Basic Education; Educational Planning; Guides; Integrated Curriculum; Job Training; *Literacy Education; Marketing; *Program Development; *Small Businesses; Staff Development; Teamwork; *Workplace Literacy

ED391094 CE070722
Annotated Bibliography of Workplace Literacy Materials.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education and Literacy. Aug 1995
17p.; For the 1994 annotated bibliography, see ED 374 241.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN96
Government: Federal
This bibliography provides a listing of 53 publications that were funded under the Adult Education Act, as amended by the National Literacy Act of 1991, or that provide support to adult education and literacy activities. The listing includes reports, studies, surveys, and guides on the following topics: assessment and testing, curriculum development, lifelong learning, program planning, evaluation, resources, small business involvement, and union involvement. (Author)
Descriptors: Adult Basic Education; *Adult Literacy; Adults; *Citations (References); Curriculum Guides; Educational Resources; Education Work Relationship; *Inplant Programs; *Literacy Education; *On the Job Training; *Workplace Literacy

ED387595 CE069906
Workplace Basic Skills. A Study of 10 Canadian Programs.
Taylor, Maurice
Jul 1995
101p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: Canada; Ontario
Journal Announcement: RIEMAR96
Presented in case study format, this report looks at different types of workplace literacy programs across Canada. It describes in some detail 10 particular work environments and the unique characteristics that have enabled each to offer quality worker education programs. Each case study provides information in these categories: profile (an abstract of the program), company background, human resources policy, program description, services and training delivered, decision making about the program, program impacts, barriers to implementation, policy influences, innovative program features, and advice to others. The following programs are described: Workplace Language Program, University of British Columbia; Workers' Education for Skills Training Program, City of Saskatoon Engineering Works Branch; A Workplace Learning Centre, The Calgary Herald; Workplace Education Program, Northwoodcare, A Halifax Nursing Care Facility; Learning Initiatives for Tomorrow, Newfoundland and Labrador Hydro; Workplace Education Program, Intertape Polymer Inc., Truro, Nova Scotia; Workers' Education Training Program, Atlas Graham Industries Co. Ltd.; Roofers' Educational Skills Training Program, Alberta Roofing Contractors Association; Workplace Education Program, Brunswick Mining and Smelting Corp. Ltd.; and Basic Education for Skills Training Program, Ottawa's Central Experimental Farm Region. The report concludes with a comparative section outlining some lessons to inform practice in the field. (YLB)
Descriptors: Adult Basic Education; Basic Skills; Employer Employee Relationship; Foreign Countries; *Labor Force Development; *Literacy Education; Program Descriptions; Program Development; Program Implementation
Identifiers: *Canada; *Workplace Literacy

ED384777 CE069461
Workplace Literacy Product Checklist. Judging the Quality of Workplace Literacy Products. Workforce Tools.
National Alliance of Business, Inc., Washington, D.C. Aug 1995
26p.; For related documents, see ED 378 406-407, ED 380 555-556, CE 068 865, CE 068 928-929, and CE 069 460.
Sponsoring Agency: Department of Labor, Washington, D.C.
Contract No: F-4357-3-00-80-60
Available From: National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20702 (Order No. R5581, $4 plus shipping and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English

Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEDEC95
Target Audience: Practitioners
This product checklist can be used to determine whether a particular workplace literacy product (such as a series of instructional workbooks, curriculum guides, or computerized instructional systems), follows best practice and will meet the needs of a particular business firm and build the productive capacity of its employees. The checklist was developed from a list of best practice guidelines constructed by nationally recognized workplace literacy professionals, business people, and union representatives. The product checklist is divided into five sections. The introductory section explains the purpose of the checklist, defines workplace literacy, and lays out the structure of the checklist. The second section explains how workplace literacy training fits within the larger context of work force development and workplace change, and it lists other collaborative products designed to help small and midsized companies in their change efforts. The third section provides instruction on using the checklist; the fourth section, the checklist itself, provides an annotated listing of the key elements in each of seven steps in the development and implementation of a workplace literacy program, against which workplace literacy products can be measured. The seven steps are as follows: program development, program preparation, curriculum development, instructional development, training staff preparation, program delivery, and training and program evaluation. The final section is a comparison chart that includes space to compare the merits of three different products and a firm's capacity to undertake parts of a workplace literacy program. (KC)
Descriptors: Adult Basic Education; *Adult Literacy; *Check Lists; *Evaluation Methods; Guidelines; *Literacy Education; Models; On the Job Training; Program Effectiveness; *Program Evaluation; Program Improvement
Identifiers: *Workplace Literacy

ED384776 CE069460
Workplace Literacy Interview Guide. Judging the Quality and Effectiveness of Literacy Providers. Workforce Tools.
National Alliance of Business, Inc., Washington, D.C. Aug 1995
34p.; For related documents, see ED 378 406-407, ED 380 555-556, CE 068 865, CE 068 928-929, and CE 069 461.
Sponsoring Agency: Department of Labor, Washington, D.C.
Contract No: F-4357-3-00-80-60
Available From: National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20702 (order no. R5580, $4 plus shipping and handling).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEDEC95
Target Audience: Practitioners
This interview guide can be used to determine whether a workplace literacy provider has the skills to develop and deliver a successful workplace literacy program that will meet the needs of a business and build the productive capacity of its employees. It can be used to assess the capabilities of a wide variety of literacy providers, including those from community colleges or universities, nonprofit organizations, and private consulting firms. The guide was developed from a list of best practice guidelines constructed by nationally recognized workplace literacy professionals, business people, and union representatives. The interview guide is divided into seven sections. The introductory section explains the purposes of the guide, defines workplace literacy training, and lays out the structure of the guide. The second section explains how workplace literacy training fits within the larger context of workforce and workplace change, and it lists other collaborative products designed to help small and midsized companies in their change efforts. The third and fourth sections provide instructions on using the guide and introduce the seven interview questions. In the fifth section, the types of questions a business should be asking the providers who are interviewed are discussed. The interview worksheet in the sixth section contains probes for follow-up questions and spaces to write responses to each question. A comparison chart includes space to compare the merits of four different providers who are interviewed. (KC)
Descriptors: Adult Basic Education; *Adult Literacy; *Evaluation Methods; Guidelines; *Interviews; *Literacy Education; Models; On the Job Training; Program Effectiveness; Program Evaluation; Program Improvement
Identifiers: *Workplace Literacy

ED384756 CE069405
Workplace Literacy--Is There a Role for Vocational Institutions?
Lewis, Theodore; And Others
National Center for Research in Vocational Education, Berkeley, CA. Jul 1995 196p.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC.
Contract No: V051A30003-95A; V051A30004-95A
Available From: National Center for Research in Vocational Education, Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-880; $10.50).

BEST COPY AVAILABLE

EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEDEC95
A project examined five case studies of workplace literacy initiatives. The research sought to understand better what happens within workplace literacy programs-- what are their premises and claims, their curricular stances, and their approach to teaching and learning--with the intent of resolving the basic question of whether vocational institutions can claim uniqueness or a comparative advantage over other providers in the workplace literacy enterprise. Case studies were conducted at the following sites: (1) a hospital service workers' project; (2) a high tech manufacturing company's basic skills project; (3) basic skills program for nonsalaried bank workers; (4) English as a second language for immigrant service workers in a hotel; and (5) a nontraditional vocational institution focused on workplace literacy. Based on interviews, document examination, on-site observation, and a review of literature, the research supported hypotheses that vocational institutions would have a comparative advantage in workplace literacy programs because of the following: (1) they have a long tradition of collaborating with industry to derive workplace-based curricula; (2) they have a history of catering to diverse and marginalized populations among whom could be found enclaves of illiteracy; (3) they provide both initial and upgraded training geared to lifelong learning; and (4) they offer basic skills in the functional context of technical skills. (The report includes 111 references and 3 appendices: overview of the hospital reading on-the-job course, practicing menu reading, and 4 tables.) (KC)
Descriptors: Adult Basic Education; *Adult Literacy; *Case Studies; *Literacy Education; On the Job Training; *Program Effectiveness; School Business Relationship; *School Role; Vocational Education; *Vocational Schools
Identifiers: *Workplace Literacy

ED383897 CE069270
Workplace Literacy: Critical Perspectives on Learning Basic Skills at Work.
Graham, Tom
1995
74p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Washington
Journal Announcement: RIENOV95
Material from academic journals, the ERIC database, and the mass media regarding workplace literacy was reviewed. Among the review's major conclusions were the following: (1) the growing complexities of the workplace and society have contributed to evolving definitions of workplace literacy that include development skills generally associated with management (interpersonal, negotiation, teamwork, problem- solving, critical thinking, and career development skills); (2) organizations must establish clear links in the relationship of literacy and work; (3) attempts to meet the operational needs of business and industry and the literacy needs of labor have resulted in the evolution of various approaches to delivering workplace instruction, including the general, functional, and participatory approaches; and (4) although business, government, and labor all support workplace literacy in principle, each has remained fairly reluctant to support workplace literacy programs. The following recommendations were made: expand workplace literacy research efforts, continue funding workplace literacy at the federal and state levels, prepare to continue after cessation of the National Workplace Literacy Program, align workplace literacy programs closely with companies' missions, design curricula relevant to workers' lives, and demonstrate impacts on the workplace beyond anecdotal data. (Contains 63 references.) (MN)
Descriptors: Adult Basic Education; *Adult Literacy; *Basic Skills; Definitions; Educational Finance; Educational Needs; Educational Objectives; Educational Strategies; *Education Work Relationship; *Financial Support; *Literacy Education; Literature Reviews; Teaching Methods; Training Methods
Identifiers: *Workplace Literacy

ED382825 CE068929
Workplace Literacy Publications. An Annotated Bibliography of Print Resources. Workforce Tools
National Alliance of Business, Inc., Washington, D.C.; Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy. May 1995
59p.; Product of the National Workforce Assistance Collaborative.
Sponsoring Agency: Department of Labor, Washington, D.C.
Contract No: F-4357-3-00-80-60
Available From: National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20701.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English

Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT95
This annotated bibliography is intended as a resource for service providers and small and midsized companies seeking assistance on all aspects of workplace literacy programs. It contains more than 320 entries dealing with the following workplace literacy-related topics: assessment and evaluation (research supporting different types of learner assessments, recommendations regarding conducting program evaluations, and case studies); curriculum and instruction (adult learning theory, curriculum development, sample curricula, and "best practices"); English as a Second Language (implications for workplace literacy programs and "best practices"); technology (guidelines for integrating technology into programs and effective uses of technology for instruction and program management); and work restructuring (implications for workplace literacy programs and the incidence of restructuring and its relationship to workplace literacy programs). The annotations are designed to help service providers/company personnel locate appropriate references for background information or support for proposal writing, public relations, and marketing, as well as for workplace literacy program development, implementation, and evaluation. The entries are listed alphabetically and indexed by subject category. (MN)
Descriptors: Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Case Studies; Classroom Techniques; Curriculum Development; Educational Technology; Employer Employee Relationship; English (Second Language); Job Training; Labor Relations; *Literacy Education; Organizational Change; *Printed Materials; Program Evaluation; *Resource Materials; Student Evaluation; Teaching Methods; Training Methods
Identifiers: Job Restructuring; *Workplace Literacy

ED382824 CE068928
A Key to Organizations Working in: Employee Training, Labor-Management Relations, Work Restructuring, Workplace Literacy, Workforce Tools. Resource Guide.
National Alliance of Business, Inc., Washington, D.C. May 1995
67p.; Product of the National Workforce Assistance Collaborative.
Sponsoring Agency: Department of Labor, Washington, D.C.
Contract No: F-4357-3-00-80-60
Available From: National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20701.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: DIRECTORY (132)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT95
This guide is intended as a resource for service providers and small and midsized companies seeking assistance in the areas of employer training, labor-management relations, work restructuring, and workplace literacy. It contains annotated listings of 194 national and state organizations and agencies conducting work in the four areas. Among the types of organizations profiled are the following: government agencies, public interest groups, business organizations, labor organizations, education associations, and professional associations. Each entry includes the following information: services offered, year founded, budget, geographic coverage, membership and chapters, areas of expertise, clearinghouse and database services, publications, and conferences. The organizations and agencies included were identified through recommendations made by the National Workforce Assistance Collaborative's Advisory Board and four advisory councils and state agency lists provided by the following: National Governors' Association, National Association of State Development Agencies, and U.S. Department of Education. The organization profiles are listed alphabetically and are indexed by geographic area and subject expertise. (MN)
Descriptors: Adult Basic Education; Adult Education; Annotated Bibliographies; Clearinghouses; Community Colleges; Conferences; Databases; *Employer Employee Relationship; *Industrial Training; Job Training; Labor Relations; *Literacy Education; National Organizations; *Organizational Change; Professional Associations; Public Agencies; *Resource Materials; Trainers; Two Year Colleges; Unions Identifiers: Job Restructuring; *Service Providers; *Workplace Literacy

ED382764 CE067857
Collaborative Needs Assessment: A Handbook for Workplace Development Planners.
Folinsbee, Sue; Jurmo, Paul
ABC Canada, Toronto (Ontario). 1994
63p.; For a related handbook, see CE 067 856.
Sponsoring Agency: National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Citizenship, Toronto.; Ontario Training and Adjustment Board, Toronto.
ISBN: 0-9699159-1-8
Available From: ABC Canada, 1450 Don Mills Road, Don Mills, Ontario M3B 2X7, Canada ($20 Canadian).
Document Not Available from EDRS.
Language: English

Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: Canada; Ontario
Journal Announcement: RIEOCT95
Target Audience: Practitioners
This handbook, which is intended for educators, managers, and union leaders responsible for workplace development, outlines a four-phase collaborative approach to assessing a work organization's overall education needs and specifying a range of activities to meet the identified needs. Discussed in the introduction are the purposes of the handbook, values and assumptions underlying the workplace needs assessment model presented, and the rationale for using the model. The remaining sections of the guide consist of activities and case studies illustrating implementation of the following phases and steps in the model workplace needs assessment process: laying the groundwork for a workplace needs assessment (get all interested groups committed, organize a planning committee, plan and hold initial committee meetings, design the workplace needs assessment); carrying out the needs assessment (prepare to gather information, collect information in personal interviews and focus groups, gather information from other sources, organize the information, analyze selected workplace documents); interpreting and reporting (interpret the information, write the final report, report the findings); and deciding what happens next (develop and get commitment for an action plan and evaluate the workplace needs assessment). Also included are a glossary and a 36-item annotated bibliography. (MN)
Descriptors: Adult Basic Education; Adult Literacy; Annotated Bibliographies; *Cooperative Planning; *Data Collection; *Data Interpretation; Educational Cooperation; Foreign Countries; Interviews; Labor Force Development; *Literacy Education; Models; *Needs Assessment; Partnerships in Education; School Business Relationship
Identifiers: *Canada; Focus Groups Approach; *Workplace Literacy

ED382763 CE067856
Collaborative Evaluation: A Handbook for Workplace Development Planners.
Jurmo, Paul; Folinsbee, Sue
ABC Canada, Toronto (Ontario). 1994
77p.; For a related document, see CE 067 857.
Sponsoring Agency: National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Citizenship, Toronto.; Ontario Training and Adjustment Board, Toronto.
ISBN: 0-9699159-2-6
Available From: ABC Canada, 1450 Don Mills Road, Don Mills, Ontario M3B 2X7, Canada ($20 Canadian).
Document Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: Canada; Ontario
Journal Announcement: RIEOCT95
Target Audience: Practitioners
This handbook leads the reader through planning and conducting the collaborative evaluation of a workplace development initiative. A glossary is followed by an introduction that addresses the rationale for collaborative evaluation, values and characteristics, using the handbook in one's own situation, and optimum conditions for collaborative evaluation. The handbook is divided into sections addressing the four phases of collaborative evaluation. Each phase consists of two to seven steps. Phase 1 covers preparing to facilitate and organizing the committee. Steps 1 and 2 are to do one's homework and organize the evaluation committee. Phase 2 on planning the evaluation consists of seven steps: clarify members' expectations, clarify goals, identify audiences, plan for monitoring, design monitoring activities, test monitoring activities, and finalize evaluation schedule. Phase 3 is related to gathering, organizing, interpreting, and reporting a first round of information. The four steps are as follows: gather and organize the information, interpret the information, plan and make one's presentation, and report one's findings. Phase 4 is to decide what happens next. The final two steps are to take follow-up action and evaluate type of evaluation. Each step discusses what the reader should do and provides activities. An annotated select bibliography contains 36 entries in two categories: trends and issues as well as evaluation and needs assessment. (YLB)
Descriptors: *Cooperative Programs; Coordination; *Evaluation Methods; Foreign Countries; *Labor Force Development; Organizational Change; *Organizational Development; Participative Decision Making; *Program Evaluation Identifiers: Canada; *Workplace Literacy

ED380570 CE068430
The Military Experience and Workplace Literacy: A Review and Synthesis for Policy and Practice.
Sticht, Thomas G.
National Center on Adult Literacy, Philadelphia, PA. Mar 1995 120p.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Contract No: R117Q0003
Report No: NCAL-TR94-01

Available From: National Center on Adult Literacy, Publications, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR94-01: $10).
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEAUG95
The most extensive research and development (R&D) into the adult cognitive skills essential for workplace literacy has been conducted by the U.S. military. Military R&D related to workplace literacy has been concentrated in the following areas: formulation of developmental model for literacy in four stages (basic adaptive processes, conscious control and memory, language development, and processing representations); assessment of literacy and other cognitive skills; identification of the literacy demands of jobs based on approaches that included predictive validity and task analysis methods; and development of programs which included the literacy program of World War II, Functional Literacy program (FLIT), Job-Oriented Basic Skills program (JOBS), Job Skills Education Program (JSEP), and Experimental Functional Skills Program (XFSP). Among the major findings of literacy-related R&D conducted by the military are the following: literacy is highly related to measures of intelligence and aptitude; literacy and job performance are continuously related; there is no technical solution to the problem of setting standards for literacy; there is no best method of identifying jobs' literacy demands; and workplace literacy programs can produce significant improvements in job-related reading for only brief periods of time and must be supplemented by continued opportunities for education and learning. (Twenty-six tables/figures are included. Contains 73 references.) (MN)
Descriptors: Adult Basic Education; Adult Literacy; Adult Reading Programs; Cognitive Development; Cognitive Measurement; Educational Needs; Educational Practices; *Literacy Education; *Military Personnel; *Military Training; Models; Needs Assessment; Program Effectiveness; Reading Ability; *Reading Research; *Reading Skills; Research and Development; Research Projects; *Skill Development; State of the Art Reviews; Tables (Data)
Identifiers: *Workplace Literacy

ED375312 CE067480
Alternative Designs for Evaluating Workplace Literacy Programs. Conference Proceedings and Commissioned Papers at the "Design Guidance for Evaluating Workplace Literacy Programs" Work Group Conference (Washington, D.C. April 13, 1993).
Research Triangle Inst., Research Triangle Park, N.C.
Jun 1994
109p.
Sponsoring Agency: Department of Education, Washington, DC. Office of the Under Secretary.
Contract No: LC92-008-001
Report No: ED/OUS-94-18
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEMAR95
Government: Federal
This document contains the five papers presented at a meeting at which key issues in evaluating workplace literacy programs were discussed. In "Key Components of Workplace Literacy Projects and Definitions of Project 'Modules,'" Judith A. Alamprese describes the context for evaluating the National Extension Program, components of workplace literacy programs, and validation of program components. Design alternatives for a national program evaluation and design options for an effective practices study are explored by Jorie W. Philippi in "Measuring Workplace Literacy Program Effectiveness: Evaluation Purposes and Methodologies." In "Advantages and Disadvantages of Longitudinal Designs for Evaluating Workplace Literacy Programs," Elisabeth Hayes examines the following: the short-term nature of literacy gains, random assignment versus other methods, availability of comparison/control groups, and practical feasibility of alternative designs and procedures. The last two papers, "Articulation and Measurement of Participant Outcomes in Workplace Literacy Programs" (Larry Mikulecky) and "Articulation and Measurement of Program Outcomes" (Anthony R. Sarmiento), focus on the relationships between curriculum/instructional design and various participant/program outcomes and assess the availability and appropriateness of data and various data collection methods. Most papers include substantial bibliographies. Appended are the work group conference agenda, biographies of the presenters, and a list of work group participants. (MN)
Descriptors: Adult Basic Education; Adult Programs; Articulation (Education); *Educational Research; Evaluation Criteria; *Evaluation Methods; *Evaluation Research; *Literacy Education; Longitudinal Studies; Models; Outcomes of Education; *Program Evaluation; *Research Methodology
Identifiers: *Workplace Literacy

ED375264 CE067405
Handbook of Ideas for Evaluating Workplace Literacy Programs.

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Mikulecky, Larry; Lloyd, Paul
Indiana Univ., Bloomington. [1994
59p.; For a related document, see ED 348 579.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEMAR95
Target Audience: Practitioners
This handbook provides guidelines for designing evaluation materials and for conducting the evaluation of workplace training programs. It includes a variety of evaluation instruments, which are described briefly in the introduction and explained in more detail in the remainder of the handbook. These evaluation instruments are included: employee interview, employee questionnaire, cloze exercise, family literacy focus group interview, checklist for English-as-a-Second-Language, classroom observation form, employee job performance ratings, and employee productivity indicators. Details are available in the introduction section for each instruction, which also includes guidelines for developing any custom-designed parts of the instrument. In the case of the employee interview, which contains open-ended questions with nonnumerical responses, guidelines are also provided for conducting the interview and for scoring the responses. (YLB)
Descriptors: Adult Basic Education; Check Lists; Cloze Procedure; English (Second Language); *Evaluation Methods; Guides; Interviews; Job Performance; *Literacy Education; Performance Tests; Productivity; *Program Evaluation
Identifiers: Family Literacy; *Workplace Literacy

ED372284 CE066914
Team Evaluation: A Guide for Workplace Education Programs.
Sperazi, Laura; Jurmo, Paul
Literacy Partnerships, East Brunswick, NJ. Jul 1994
115p.; For related documents, see CE 066 912-913.
Sponsoring Agency: National Inst. for Literacy, Washington, DC.
Contract No: X257A20420
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEDEC94
Target Audience: Practitioners
This guide describes a collaborative approach to high quality and relevant evaluation of a workplace basic skills program that can be carried out as part of normal program operations. It is designed for use by educators, union representatives, managers, supervisors, participating employees, and funders. The guide is organized into five phases. In each phase, the reader is presented with a series of steps and activities for an evaluation team to undertake. In phase I, the reader is provided with materials for the first two steps: to prepare for the role as facilitator of a collaborative evaluation process and to organize the team. Phase II covers planning a first round of evaluation activities through these four steps: identify who wants what information for what purpose, clarify program goals and indicators to examine in the summative evaluation, identify program components and quality standards to examine in the formative evaluation, and decide how to collect the information. Phase III provides materials for three steps in preparing to gather information: design information-gathering activities, field test instruments, and develop an action plan. Phase IV covers three steps in gathering, organizing, analyzing, and reporting information: gather and organize information, analyze the information and prepare a report, and report findings. Phase V focuses on two steps: take follow-up action and evaluate the evaluation. A bibliography lists 21 suggested readings. (YLB)
Descriptors: Adult Basic Education; Cooperation; Cooperative Planning; Evaluation Methods; *Literacy Education; Participative Decision Making; Program Design; Program Development; Program Effectiveness; *Program Evaluation; Team Training; *Teamwork
Identifiers: *Workplace Literacy

ED372283 CE066913
Team Evaluation: Case Studies from Seven Workplace Education Programs.
Sperazi, Laura; Jurmo, Paul
Literacy Partnerships, East Brunswick, NJ. Jun 1994
409p.; For related documents, see CE 066 912-914.
Sponsoring Agency: National Inst. for Literacy, Washington, DC.
Contract No: X257A20420
EDRS Price - MF01/PC17 Plus Postage.

Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEDEC94
This document presents key findings about the team evaluation process used in seven workplace basic skills programs in 1993 and 1994. An introduction summarizes the methodology used to develop the case studies and key findings about the team evaluation process. These key findings present the strengths and challenges of using evaluation teams, along with recommendations for those interested in trying this approach. Recommendations include the following: evaluation teams need to create time, interest, expertise, a supportive context, a code of confidentiality, and an ethic of continuous improvement; teams need to customize the process to fit it to the site's unique needs and opportunities; teams should clarify evaluation's role in the larger program planning process; teams should develop evaluation procedures consonant with the company's culture; teams should use familiar and accessible resources; and teams need to be realistic. Six case studies describe how the team evaluation process was used in seven workplace education programs: Bull Worldwide Information Systems; Datatec Industries; Haartz Corporation; Norton Company; Project REACH; and Victoria General Hospital. Each case study follows this format: program background (history, goals, and description); background on the team (history and stakeholders represented); the process which the team went through; reflections and various appendixes, such as sample data-gathering instruments or reports generated by the teams. (YLB)
Descriptors: Adult Basic Education; Case Studies; Cooperation; Cooperative Planning; Evaluation Methods; *Literacy Education; Participative Decision Making; Program Design; Program Development; Program Effectiveness; *Program Evaluation; Team Training; *Teamwork
Identifiers: *Workplace Literacy

ED372282 CE066912
Workplace Education: Stakeholders' Expectations, Practitioners' Responses, and the Role Evaluation Might Play.
Jurmo, Paul
Literacy Partnerships, East Brunswick, NJ. Jun 1994
120p.; For related documents, see CE 066 913-914.
Sponsoring Agency: National Inst. for Literacy, Washington, DC.
Contract No: X257A20420
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEDEC94
This report focuses on the question of how to evaluate workplace education programs. Chapter 1 outlines the various purposes that those involved in workplace education programs have defined for workplace education and describes program models in place to meet those goals. Chapter 2 sets out three scenarios for evaluation at present: informal, internal monitoring; more formalized evaluation by outside evaluators; and more formalized internal evaluation by stakeholders. It then describes how the various components of evaluation process look within each one. Chapter 3 describes what a good evaluation looks like and the actions that should be taken to create meaningful evaluations. Chapter 4 describes workplace educators who have taken a lead in developing the collaborative approach and who are revising funding guidelines; developing new assessment, curriculum, and evaluation tools; creating new opportunities for staff development; and building a constituency for workplace education. It also describes others outside the workplace education field--literacy educators, social scientists, and organizational development and training specialists--who are developing tools of possible use to workplace literacy specialists. Chapter 5 discusses steps that stakeholders might take to support these new developments. (References are listed at the end of each chapter. Names and addresses of key organizations and individuals cited are appended.) (YLB)
Descriptors: Adult Basic Education; Basic Skills; *Evaluation Methods; Evaluation Needs; Evaluation Problems; *Evaluation Research; Evaluation Utilization; *Literacy Education; *Program Evaluation
Identifiers: *Workplace Literacy

ED372223 CE066821
A Job-Linked Literacy Program for SPC: Are We Talking about Worker Training, Work Reorganization, or More Equitable Workplaces?
Sarmiento, Tony; Schurman, Susan
Apr 1992
11p.
Sponsoring Agency: Work in America Inst., Scarsdale, N.Y.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)

Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEDEC94
Unions and employers currently operate in an environment that does not support investment in skill development. However, competitiveness demands that both work and the way workers are educated and trained be radically restructured. In high-performance workplaces, participatory labor-management approaches to job-linked basic skills development are necessary. The following are suggested union strategies in response to workplace redesign: (1) ask for a briefing on the company's business position; (2) assess management's plan for change; (3) insist that the plan be sufficiently comprehensive; and (4) ensure that any training is part of a broader education program. When faced with proposed workplace changes and corresponding training needs, unions should consider the following assumptions: (1) Is the change necessary to solve the problem? (2) Is a job-linked basic skills program the key to implementing the change? (3) Is the union or management more of an obstacle to worker training and skill development? (4) What labor relations reform is essential to work force development? and (5) Is competitiveness the compelling reason for worker education and training? To be successful, job-linked training must be worker centered, reflect an equal partnership between union and management, and be part of a comprehensive view of the future. (MN)
Descriptors: Automation; Basic Skills; Change Strategies; *Employer Employee Relationship; Industrial Structure; *Job Training; *Labor Relations; *Organizational Change; Participative Decision Making; Technological Advancement; *Unions
Identifiers: *Workplace Literacy

ED367847 CE065912
Not Just a Number. Experiences of Workplace Learning by Workers in the North of England.
Frank, Fiona, Ed.
Lancaster Univ. (England). [1992
54p.; Foreword by Jane Mace. For a related document, see CE 065 911.
Sponsoring Agency: Leverhulme Trust, London (England).
ISBN: 0-901800-18-X
Available From: Center for the Study of Education and Training, Lancaster University, Lancaster LA1 4YL, England, United Kingdom (3.50 British pounds, plus 2 pounds postage and packing).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: CREATIVE WORK (030)
Geographic Source: United Kingdom; England
Journal Announcement: RIEAUG94
In April 1992, 16 individuals who were all employed in manual or nonsupervisory jobs and who had all participated in employer-funded adult education courses offered partly or entirely during work hours attended a weekend retreat in the north of England. They spent the weekend talking and writing about their experiences with work-based learning, its effect on their lives, and the broader benefits of work- based education programs. This book presents the collected writings of the weekend program's participants. The writings are in various formats, including reports, essays, and poems. In the introductory section, two participants describe their involvement in workplace learning and its significance in their lives. The writings in chapters 1 and 2 describe typical workdays in the lives of service occupation and factory workers, and the poems and essays in chapter 3 focus on the participants' reasons for taking work-based adult education courses and the personal and career benefits of the courses. The works presented in chapter 4 offer reasons why giving employees access to education during work time benefits employers and include points for employers to consider when developing work-based learning programs. In chapter 5, participants offer their views of the weekend retreat. (MN)
Descriptors: Access to Education; Adult Education; *Corporate Education; Creative Writing; *Educational Attitudes; *Educational Benefits; *Education Work Relationship; Foreign Countries; *Unskilled Workers; Weekend Programs; Work Attitudes Identifiers: *England; Tuition Benefit Programs; *Workplace Literacy

ED365843 CE065488
Classrooms in the Workplace. Workplace Literacy Programs in Small and Medium-Sized Firms.
Hollenbeck, Kevin
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich. 1993 146p.
Sponsoring Agency: Kellogg Foundation, Battle Creek, Mich.; Mott (C.S.) Foundation, Flint, Mich.; Pew Charitable Trusts, Philadelphia, PA.; Southport Inst. for Policy Analysis, Inc., CT.
ISBN: 0-88099-145-3
Available From: W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007-4686.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. Language: English
Document Type: RESEARCH REPORT (143); BOOK (010)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJUN94

A study examined the characteristics and impact of workplace literacy programs in businesses with fewer than 500 employees. Particular emphasis was placed on workplace literacy initiatives in Michigan. Case studies and telephone surveys were conducted to determine the extent of basic skills deficiencies and incidence of workplace literacy programs, attributes of programs and workers who participate in them, and impact of workplace literacy programs. Although between 20% and 40% of hourly employees were found to have some basic skills deficiencies, fewer than 5% of small businesses have a workplace literacy program. The major reasons cited for offering workplace literacy programs were receipt of subsidies and a desire to improve employee well-being, meet customer requirements/improve customer relations, and meet increased competition. Over 20% of firms without programs wanted to initiate one. Workplace literacy programs were found to improve workers' communication and mathematics skills, boost work attitudes and job skills, improve the quality of companies' output, and enhance individual workers' productivity and earnings by 10-20%. It was recommended that federal and state governments provide funding and technical assistance to workplace literacy programs. (Summaries of the 28 Michigan case studies are appended. Also included are 24 tables/figures and 15 references.) (MN)

Descriptors: Adult Basic Education; Adult Reading Programs; Basic Skills; Case Studies; *Economic Impact; Educational Needs; Educational Policy; *Educational Practices; Educational Trends; *Instructional Effectiveness; *Literacy Education; National Surveys; Participant Characteristics; Public Policy; Skill Development; *Small Businesses

Identifiers: *Michigan; *Workplace Literacy

ED364747 CE065314

Teamwork and Literacy: Learning from a Skills-Poor Position.

Hart-Landsberg, Sylvia; Reder, Stephen

National Center on Adult Literacy, Philadelphia, PA. Nov 1993 61p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No: R117Q0003

Report No: NCAL-TR93-6

Available From: National Center on Adult Literacy, Dissemination/Publications, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 (order no. TR93-6: $7; check or money order payable to "Kinko's Copy Center"). EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEMAY94

A study examined the roles of literacy and teamwork in an automotive parts manufacturing company that was restructuring to implement a "high-performance" model of team organization, worker responsibility for quality control, and a pay-for- knowledge compensation system. The study focused on the formal and informal educational practices from which 480 workers organized into 19 production teams (ranging in size from 3 to 88 members) learned and taught literacy skills. The teams were observed from four vantage points: on production lines manufacturing parts from raw materials, on assembly lines building products from component parts, over the shoulders of workers operating machines, and from a distance to view the team as a whole. Those workers who had lower literacy levels or fewer educational credentials than most of the plant's employees were found to face more educational demands and more limited opportunities for learning than their more highly skilled and educated counterparts did. Although the high-performance model stimulated innovative teaching approaches, including some strategies developed specifically for or by skills-poor workers, most of the approaches proved inadequate to enable the less literate and educated workers to overcome their poor position and improve their literacy skills. (Contains 12 figures/exhibits.) (MN)

Descriptors: Adult Basic Education; *Adult Literacy; Educational Environment; *Educationally Disadvantaged; Educational Needs; Educational Opportunities, Educational Practices; Educational Strategies; Learning Strategies; *Literacy Education; *Manufacturing Industry; *Skill Development; *Teamwork Identifiers: *Workplace Literacy

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